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Abolish Legal Barriers Which Retard Progress

[EDITORIAL]

Administrative practice would lead a casual observer to believe that elementary education in the United States varies in length from five years to nine years. The Commonwealth study on the length of the elementary school curriculum showed conclusively that in actual practice elementary education as such is now finished at the close of the sixth grade. This may be preceded by one or more years of kindergarten education, depending upon local conditions of finance and social leadership. In some communities we shall find the junior high school beginning with the sixth grade, and in others the seventh grade is the opening year of this unit which theoretically at least initiates the pupils into secondary education. In many rural communities, however, and especially in those communities where the union high school or township form of high-school administration has been developed, the rural school is eight years in length and has all the earmarks of an elementary school. In addition, those who are studying the nature and development of children have come to the conclusion that somewhere between the tenth and thirteenth birthdays physiological changes of sufficient importance occur to warrant changed

methods of instruction and a program of school activities different from those programs which have prevailed prior to this period of life.

In the light of these two lines of investigation we may conclude that secondary education at the present time is handled administratively as follows: In some communities it is, in form, a post-elementary seventh or eighth grade; in some a six-year high school is found; in others, there are two units of three years each. In still others there has been a rapid development of two-year junior colleges. This innovation has brought attention again to a fact pointed out many years ago by such men as President Harper of the University of Chicago that the curriculum of the first two years of the usual four-year liberal arts college is primarily secondary in its nature and in the methods of presenting it. Moreover, we are told that the young people who are enrolled in these years are in what is called the latter adolescent period of life. This would seem to indicate that in spite of administrative diversity there is a tendency toward agreement upon the fact that complete secondary education should occupy a period of approximately eight years, following a six-year formal elementary school program.

In the way of actual reorganization of school administration machinery, stand first of all statutes upon the law books of the various states. State superintendents may well give careful consideration to the repeal or modification of such statutes. Where they can be repealed without upsetting a system of school finance or a working program of teacher education and certification, such action would make for progress. If repeal is unwise or impossible, the modification of old statutes and the enactment of new statutes should be in the light of such factors as these:

First of all, new types of young people will be brought within the scope of the secondary school if full advantage is taken of the present "technological unemployment."

One of the remedies for this unemployment doubtless lies in removing young workers from competition with adults, and at the same time affording them opportunities to discharge more acceptably their civic responsibilities, to take more intelligent care of their health, and to acquire a better equipment for real living. Such a program will make necessary much experimentation not only with the curriculum but with student activities. Consequently, any law enacted by the legislature should be broad enough to make possible this experimentation under the direction of the state department of education.

Second, the financial provisions of any law should be sufficiently elastic to permit a community to enrich the minimum courses required by the state department of education.

Third, since administration is a necessary handmaid rather than

an end in school work, provision should be made for reporting attendance and for the receiving of state aid by units much smaller than the typical junior high school or senior high school. Perhaps this aid might be extended on the basis of attendance by grade levels: 7, 8, 9, etc. This would facilitate experimentation with various units of secondary organization, such as eight-year schools, six-year schools; two units of four years each; two units of three and five years or the three - three - two organization. Doubtless these units will work differently in communities of differing size and varying social conditions.

In brief, let us admit that the eight-four-four system has developed without careful scientific study of the needs to be met; that its chief claims on our attention today are based either on tradition or the personal convenience of present office holders. Both have delayed social progress, neither has succeeded in checking it. Let educational statesmen, therefore, give attention to clearing away any legal barriers which retard progress by preventing experimentation.

WILLIAM JOHN COOPER

DEAD HAND OF TRADITION

I hope you will do all you can to make the junior college group conscious of their professional obligations and of their relation to the National Education Association and other all inclusive groups. The junior college is a pioneering enterprise and will be somewhat freer from the dead hand of tradition than the older units of our school system.—JOY ELMER MORGAN, editor, *Journal of the National Educational Association*.

New Building for Moberly Junior College

W. W. CARPENTER*

Can a junior college be started in a community without a building in which to house it? The question is easy. Of course the answer is no. One of the leading scientists of our country said recently that no sooner do we say that a thing cannot be done than we turn around and find someone doing it. This seems to apply equally well to a community that has decided it wants a junior college: Moberly, Missouri, has been conducting a very good junior college with no building of its own in which to house it.

The people of Moberly were convinced that their children were entitled to the privileges that a junior college offers, and M. F. Beach, the superintendent of schools, was instructed by the local board of education to study the problem. The matter of adequate space was investigated, and it was discovered that while the sciences could be taught in the high-school laboratories there would be a shortage in regular classrooms. Arrangements were therefore made with business houses in the proximity of the high school to rent suites of rooms on the second floors. By a minimum number of changes the rooms were furnished with chairs and blackboards and converted into classrooms.

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MOBERLY'S PROBLEM

The junior college was started, and all went well until the winter of 1928 when part of the high-school building was destroyed by fire. The part of the building which was destroyed contained the high-school and junior college science laboratories as well as the major part of the high-school recitation rooms. Moberly found itself without a high-school as well as without a junior college building.

An empty factory on the edge of town was secured. Partitions were constructed, and in this way the high school was temporarily housed. High-school science was cared for in the factory building. As the library, the gymnasium, a very few small classrooms, and the superintendent's office were not burned in the fire, chemical laboratory equipment was installed in one of the small rooms and reserved for the junior college students. Additional space was secured in the business buildings for the use of the junior college where a room was equipped as a biology laboratory.

The rooms now used for the junior college are located in three different buildings—that part of the old high-school building which was not burned, and the upper rooms of two business buildings. The space used at present is not much for looks, but excellent college work is conducted in it.

DR. NEALE'S RECOMMENDATIONS

But the junior college of Moberly is not always to be without a building. Even before the fire destroyed the high-school building, the Board of Education asked Dean M. G. Neale of the University of Missouri to study the existing situation and to make recommendations to them. Before Dean Neale's report was made, fire destroyed the high-school building. In the report published as a *University of Missouri Bulletin*,¹ Dean Neale and his survey staff had this to say relative to the junior college:

With the development of the junior college work in American cities, a new element has entered into the situation. The question which confronts school authorities where two years of college work are added to the public school curriculum is whether or not this work should be organized in conjunction with the work of the present high school. The survey committee is very strongly of the opinion that the work of the junior college years should be intimately connected with that of the present senior high school. This means that at least some of the teachers teaching in senior high school would teach also in the junior college. It would mean also that the laboratory equipment would be used by senior high school as well as by junior college students. The library facilities would be in many cases used by both groups. Such a type of organization would result in great economies in the purchase and maintenance of laboratory and library equipment and supplies and would make possible a degree of specialization among the teachers which would be highly desirable from an educational point of view.

¹ M. G. Neale, "A School Building Program for Moberly, Missouri," *University of Missouri Bulletin*, Vol. XXX, No. 16, Education Series No. 28, pp. 33-34, 1929.

There are several cities in the United States where the first six grades have been organized into elementary schools and where a junior high school has been provided consisting of grades seven, eight, nine, and ten and where a senior high school and junior college has been added to care for the eleventh and twelfth grades along with the first and second year of college work. In fact, this type of organization seems to be the one toward which American cities are gradually working. It has the very distinct advantage of providing a four-year period for the junior high school which gives time enough for a very effective development of student morale and educational policy. It affords all the advantages listed above for the present three-year junior high school organization in addition to the two just mentioned.

A four-year combination senior high school and junior college in the judgment of many of the leading educators of the country makes possible the development of a curriculum which would afford splendid preparation for the activities of life for those who desire to stop school at the end of that period and a splendid opportunity for the junior college graduates who wish to continue their education in either professional or academic institutions.

After carefully considering the needs in Moberly and all the types of educational plans that might be adopted, the committee recommends that the school program in Moberly be based on the type of educational organization which will provide:

1. Six-year elementary schools.
2. A four-year junior high school.
3. A four-year combination senior high school and junior college.

This program in addition to furnishing splendid opportunities for the development of one of the finest educational programs in the state of Missouri fits in exceptionally well with the present distribution of buildings in the city.

The report of Dean Neale recommended a junior college building to house the senior high school-junior college. He advised that this be placed on a large campus, which would allow an expansion program in the future and care for recreational activities. He pointed out the tendency to construct junior college buildings on the group plan rather than as single buildings. The many recommendations included an auditorium with ample stage and dressing-room facilities, a large gymnasium, a health unit, a library unit, an administrative suite, a cafeteria, laboratory facilities, and other special rooms.

NEW PLANT FOR MOBERLY

As a result of Dean Neale's recommendations, the Moberly Board of Education included a junior college plant as a part of their long-time program. A very desirable tract of land was secured on the edge of the present community. This tract will allow for the rapid expansion that may come in the future, and will also care for the recreational activities of the school.

Construction has already been started on the first unit of the new plant. The building now being erected is an open-type, two-story building. Its shape resembles a spread U. The base of the U will be the front of the building with the bars of the U extending to the rear.

The offices are to the right of the main entrance. A passage from the corridor leads to the office of the dean, to the superintendent's office, and to the general office. To the left of the main entrance is a large room equipped for public speaking and for social activities. The rest

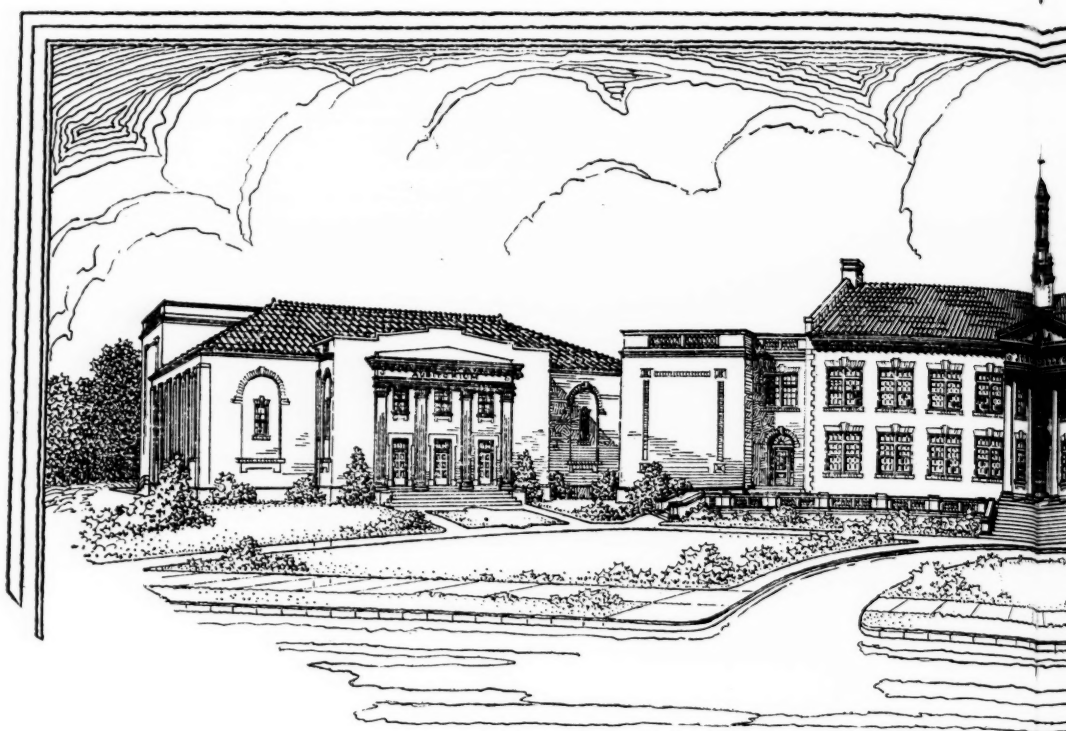
of the first floor of the central section consists of two activity offices, six regular classrooms, the clinic, and two secondary entrances.

On the second floor of the central section are the library and the stackroom, two study rooms, two teachers' rooms, a rest room for women teachers and one for men, two regular classrooms, and the physical science suite, which consists of a physics laboratory, a chemistry laboratory, a lecture room, and two storerooms for science supplies.

The left bar of the U houses the auditorium, which is located on one side of a corridor. On the other side of the corridor, on the first floor, is the business suite consisting of two rooms, and the girls' toilet; and on the second floor the music room, a regular classroom, and the girls' toilet. The auditorium may be entered from the main corridor, but it also has an entrance of its own so that the rest of the building need not be opened when the auditorium is used.

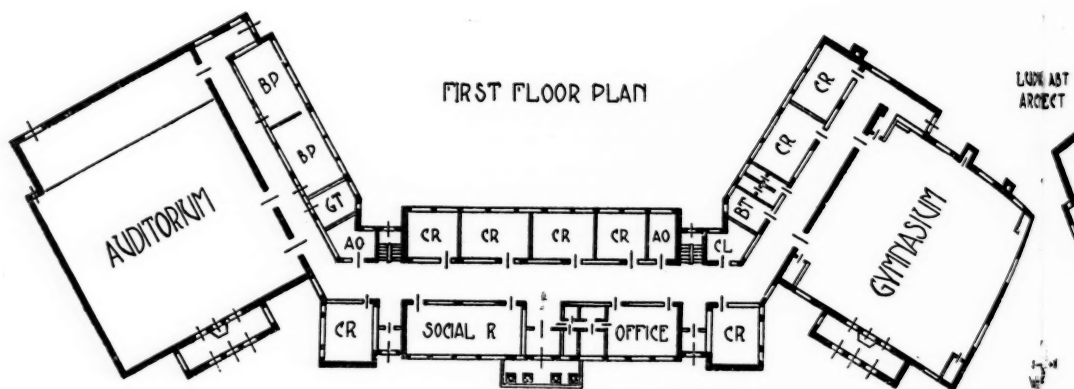
The right bar of the U houses the gymnasium, which is also located on one side of a corridor. On the other side, on the first floor, are two regular classrooms, the suite for the athletic director, a room for visiting teams, and the boys' toilet; and on the second floor the boys' toilet and the biology suite consisting of a laboratory, a classroom, a growing room, and a storeroom. The gymnasium may be entered from the main corridor, but like the auditorium it has an entrance of its own.

There is no basement under the building except under the right bar of the U. The ground slopes away rapidly here and advantage has



JUNIOR COLLEGE OF MOREHEAD

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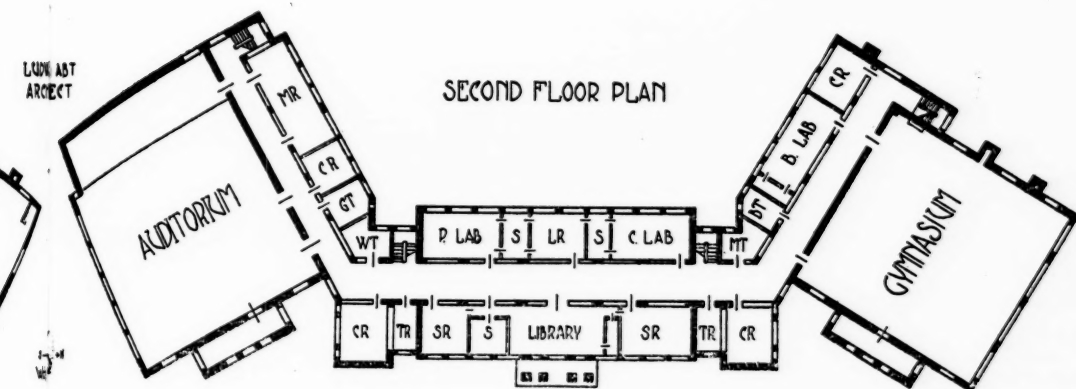


These floor plans were copied from the original in school administration at the University of Michigan from these drawings.



COLLEGE MOBERLY, MISSOURI

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from the originals by W. H. Justice, a graduate student
University of Missouri. The details have been omitted

been taken of it, so that for all practical purposes there is no basement. On this floor is located the girls' athletic director's suite and the cafeteria unit consisting of the large room with tables and chairs, the serving counter, the kitchen, and storeroom. On this floor are also the girls' locker rooms, showers, and toilets; the boys' locker rooms, showers, and toilets; a laundry; a team room; a visiting team room; and athletic storerooms. The heating plant is also located on this level.

Ludwig Abt, the architect of the building, very kindly loaned the building perspective and plans to the writer. He also furnished the following details:

The Moberly Junior College Building covers an area of 38,940 square feet, its content 1,586,900 cubic feet.

The low general contract bid was \$273,000, or \$0.176 per cubic foot.

The low heating contract on the split system was \$53,410, which equals \$0.028 per cubic foot.

The low contract on plumbing was \$39,919, or \$0.026 per cubic foot.

The low bid on wiring was \$17,788, which equals \$0.012 per cubic foot.

Total—\$0.242 per cubic foot.

Some further details follow:

Auditorium	Feet		Inches	
	Length	Width	Feet	Inches
Length, including orchestra pit..	85	10½		
Width	92	4¼		
Arch opening	40	..		
Depth of stage.....	24	5		

	Length		Width	
	Feet	Inches	Feet	Inches
Biology laboratory....	39	2¾	22	..
Business classrooms... {	35	11¾	22	..
	36	6½	22	..
Cafeteria and kitchen, excluding storeroom	82	1¾	34	11
Chemistry laboratory..	36	6	22	..
Clinic	15	4	13	..
Corridors				
Main .....	..	..	11	6
Secondary .....	..	..	11	..
Gymnasium	92	2¼	83	..
Library*	38	2¾	24	..
Music room	47	5	22	..

	Length		Width	
	Feet	Inches	Feet	Inches
Office space				
Dean	19	3	7	8½
Superintendent	13	3	10	8¾
General	32	9¾	25	9
Physics laboratory....	38	5	22	..
Public speaking.....	39	9	24	..
Regular classrooms and study rooms†				
Minimum	24	8	21	11
Maximum	32	9¾	25	9
Science lecture room..	24	6½	22	..

* Exclusive of stackroom, storerooms, workrooms, and conference rooms.

† Usual width 22 feet.

The contractors have promised to complete the building by January 1931. The plan is to use the building as soon as possible, although the reorganization as a four-year school will not be attempted until the following September.

The school board was able to secure a ten-acre plot beyond the present town limits. It also has an option on thirty acres of adjacent land which lies between the junior college site and a public park of 240 acres, owned by the city. In this park there are two lakes of approximately thirty acres offering fine bathing and fishing facilities.

The topography of one portion of the present site is very rough, and on this will be constructed, with very little grading, a horseshoe stadium. The grading contract amounted to \$12,500. The plan for the future includes concrete bleachers and other accommodations.

The Moberly Junior College will be the only public junior college in Missouri housed in a building erected for that particular purpose. It is a building of which any community might well be proud. Moberly takes its place among those forward-looking cities which are housing their junior colleges in modern school plants.

The Status of the Junior College Instructor

JOHN T. WAHLQUIST*

This study is an investigation of (1) the social, (2) the economic, (3) the professional, and (4) the legal status of the junior college instructor. This article is a summary of data regarding the first three aspects enumerated. A subsequent article will deal with the fourth topic.

Inasmuch as careful documentary study failed to reveal adequate personnel data regarding the junior college instructor, plans were formulated to secure such information directly. Items common to the triennial report of the North Central Association of Colleges and Secondary Schools, to the information blank of the American Association of Junior Colleges, and to the Land-Grant College Survey (now in progress) were grouped under appropriate headings: (1) social, (2) economic, and (3) professional. The items were then extended in such a manner as to fill the gaps detected in the data previously studied. The finished inquiry blank was distributed to 3,500 instructors by the administrative heads of 222 junior colleges in 39 states. Replies were received from 1,236 instructors, who gave information based upon the school year 1929-30. These

were received from 482 men and 325 women in public junior colleges in 20 states; and from 239 men and 190 women in private junior colleges in 27 states. All together 32 states were represented. Detailed information is given in Tables I, II, and III (pages 126, 127, 130).

SOCIAL STATUS

The quality of instructors, together with their social insight, determines to a great extent the cultural attainment of the new generation. In this connection, it is especially important that the instructors of junior college students be representative of the best in American life. Accordingly, some of the more pertinent findings regarding social composition are summarized.

Age.—The junior college instructors as a group are comparatively young—the average age is thirty-five. There is no great difference with respect to age of those serving in public and in private institutions, although instructors in the public schools are slightly older as a group, while those in private institutions are more variable as to age.

Nativity.—The instructors are predominantly American born and of native stock. A farm in the Middle West is the most likely place of birth. In this respect there is no noticeable difference between instructors in public and private institutions.

* Assistant Professor of Secondary Education, University of Utah. This article is a summary of a portion of the author's doctoral dissertation at the University of Cincinnati, completed in June 1930. A second article will appear next month.

Parentage.—One-third of the instructors are the children of farmers. A surprisingly large number, in view of previous studies of teacher personnel, are the children of professional men. Business, skilled labor, and unskilled labor are the three remaining occupational groups. There is no striking difference in the occupational origin of the instructors serving the two types of institutions.

Home conditions.—If occupational ratings are satisfactory indices of home culture, these instructors may be considered to be from slightly superior homes. On the other hand, the large families from which they come suggest that these homes can provide limited cultural and economic advantages and that relatively early entrance into some occupation is forced. Junior college teaching is no doubt a step upward in the social scale for a great many so engaged. Considered as groups,

there is practically no difference in the size of the family of origin for instructors in public and in private institutions.

Sex.—The men outnumber the women in both types of institutions. Furthermore, the men come from families of greater size. The contrast is especially striking in private institutions, where men come from exceptionally large families and women from the smallest families reported by any group.

Marital status.—Four out of five men and one out of five women are married. The divorce rate is practically nil. The number of widowers and widows is exceptionally low. Second marriages are exceedingly rare. Possibly sufficient time has not elapsed in the lives of the members of this comparatively young group to permit inroads of divorce, sickness, and death.

Children and dependents.—The vast majority of the men have chil-

TABLE I
SUMMARY OF DATA REGARDING SOCIAL STATUS OF 1,236 JUNIOR
COLLEGE INSTRUCTORS, 1929-30

	Total	Public	Private	Men		Women	
				Public	Private	Public	Private
Number	1,236	807	429	482	239	325	190
Percentage of men	58.3%	59.7%	55.7%	....	....	....	....
Median age in years	35.3	35.5	34.2	36.5	35.9	35.7	31.8
American born	95%	95.6%	93.5%	....	....	....	....
Occupations of parents							
Agriculture	37%	36%	37%	....	....	....	....
Professions	23%	22%	26%	....	....	....	....
Barr ratings of parental occupations	10.8	10.8	10.8	....	....	....	....
Native American stock....	66.5%	65.0%	69.3%	....	....	....	....
Size of family							
Older brothers and sisters	1.7	1.7	1.6	1.8	1.7	1.7	1.2
Younger brothers and sisters	2.4	1.7	2.5	1.8	3.1	1.6	1.7
Married	56.6%	59.6%	51.2%	81.2%	83.1%	17.2%	16.6%
Married, with children...	67%	61%	74%	66%	79%	34%	56%
Median number of children for all married...	1	1	2	1	2	0	1
With dependents	51%	54%	47%	76%	65%	13%	23%
Median number of dependents	2.7	2.6	2.0	2.7	3.3	1.9	2.0

dren and one or two additional dependents. In approximately half the cases, the married woman instructor has one child. A few of the single women have dependents. The instructors in private institutions have, on the average, the greater number of dependents.

ECONOMIC STATUS

Economic rewards constitute one determinant of the caliber of the teaching personnel at any level. Incidentally, if the salary is inadequate,

in the effort to supplement the regular salary the teaching efficiency is lowered. Accordingly, many aspects of the economic status were investigated.

Regular annual salaries.—The median salary of junior college instructors in all schools is \$2,294—for public institutions, \$2,528; for private ones, \$1,892. The median salary for men in public institutions is \$2,720, in private ones, \$2,070; for women \$2,158 and \$1,738, respectively. Salaries are most variable among men in private

TABLE II
SUMMARY OF DATA REGARDING ECONOMIC STATUS OF 1,236 JUNIOR
COLLEGE INSTRUCTORS, 1929-30

	Total	Public	Private	Men		Women	
				Public	Private	Public	Private
Median salary	\$2,294	\$2,528	\$1,892	\$2,720	\$2,070	\$2,158	\$1,738
Additional school work							
Teaching							
Summer school	20%	23%	13%	26%	14%	18%	12%
Evening school	11%	15%	3%	20%	5%	8%	1%
Extension work	3%	4%	2%	5%	1%	2%	2%
Median income							
Summer school	\$349	\$370	\$281	\$412	\$333	\$318	\$244
Evening school	\$230	\$226	\$260	\$236	\$275	\$190	\$150
Extension work	\$186	\$200	\$150	\$260	\$150	\$ 60	\$150
Outside work							
During summer	15%	15%	17%	20%	20%	6%	12%
During October	6%	6%	7%	8%	12%	6%	1%
Median income							
Summer	\$260	\$284	\$225	\$304	\$250	\$171	\$192
October	\$ 42	\$ 50	\$ 45	\$ 50	\$ 45	\$ 44	\$ 75
Number summer occupations	200	114	86	95	48	19	38
Number October occupations	72	43	29	30	27	13	2
Outside work from necessity	44%	44%	47%	48%	50%	30%	40%
Prefer regular work	82%	84%	80%	85%	84%	82%	73%
Private income							
Percentage with	32%	33%	32%	25%	28%	49%	36%
Median	\$462	\$500	\$416	\$616	\$400	\$500	\$425
Life insurance							
Percentage with	76%	84%	59%	93%	68%	70%	49%
Median premium	\$157	\$182	\$99	\$194	\$119	\$175	\$75
Retirement							
Allowance	35%	49%	11%	57%	13%	44%	9%
Pensions	33%	43%	12%	47%	19%	42%	4%
Annuity	8%	10%	8%	18%	12%	3%	0%
Automobile ownership	54%	63%	39%	77%	54%	40%	20%
Occupational experience							
Percentage with	40%	39%	44%	55%	59%	16%	27%
Duration in years	2.5	2.3	3.2	2.3	3.5	2.3	2.9

colleges and least variable among women in these same institutions.

Additional earnings.—Many junior college instructors engage in extra teaching and other remunerative activities. One in five is engaged in summer school; one in nine, in evening school; one in thirty-three, in extension work; one in six, in summer work other than teaching; and one in sixteen, in other remunerative activities during the regular school year.

Very little additional school work—summer, evening, or extension—is open to instructors in private institutions. There is little difference in the percentage of those from public and from private colleges engaging in work other than teaching during the summer or during the regular term. Furthermore, the instructors from public institutions receive larger median salaries for summer school and for extension teaching, for employment other than teaching in summer vacation, and for employment other than teaching during the regular school term. The median salary for summer school is \$349; for evening school, \$230; for extension teaching, \$186; for activities in summer, \$260; for a presumably typical month (October), \$43.

Summer work other than teaching involves 74 occupations, and outside work for a single month includes 28 occupations. Few of these may be considered as educational. Some few are, no doubt, recreational or avocational in nature. There are slight distinctions in the nature of occupations of teachers coming from the two types of junior colleges.

Extra work is undertaken in three cases out of five from necessity or from necessity and choice.

This is especially the case with men from either type of institution. At the same time, four out of five instructors reporting would prefer to devote full time to school work. This preference is especially marked among the men, who do most of the outside work.

More than two out of three junior college instructors are absolutely without incomes from private sources. This is particularly true of the men, largely heads of families. The median private income reported by 279 junior college instructors is \$462 (\$500 for public and \$416 for private college instructors).

Insurance.—Three out of every four junior college instructors carry life insurance. The median annual premium is \$157, or about 7 per cent of the median annual salary. A higher percentage of the instructors in public institutions carry insurance (84 per cent) than in the private ones (59 per cent). The typical instructor in the public institution invests a higher percentage of his annual salary in insurance. The median annual premium (\$182) is almost twice that paid by instructors in private institutions (\$99). The percentage of men carrying insurance is higher than that of women in both public (93 per cent) and private (68 per cent) institutions. The median annual premiums (\$194 and \$119, respectively) are higher than for women (\$175 and \$75, respectively). Few instructors with dependents are without some insurance (4 per cent). The vast majority of the uninsured are single women without dependents.

Retirement allowance.—Approximately one instructor in every two

reports some form of retirement allowance; approximately one in every three reports a pension. Annuity systems are very rare. A higher percentage of instructors in public institutions report retirement allowances, pensions, and annuity provisions.

Ownership of automobiles.—A majority of junior college instructors (54 per cent) own automobiles. While two out of three instructors in public institutions own automobiles, only one in three in private institutions do so. A much higher percentage of men than women in both types of institutions own cars. Chevrolets and Fords constitute a third of all automobiles reported. There is a fair representation of the medium-priced cars, such as Buicks, Dodges, and Studebakers, and a very few of the more expensive types, such as Cadillacs, Franklins, Hudsons, Marmons, and Packards.

Occupational experience.—Two out of five junior college instructors have had occupational experience in upwards of one hundred vocations other than teaching, for a median period of 2.5 years. A slightly higher percentage in private institutions have had this experience over a slightly longer period. There is some evidence herein that junior college teaching is in the nature of an elevation in the economic and social scale.

PROFESSIONAL STATUS

The study was not limited to degrees and experience, important as these are. A careful check was made on professional courses pursued by instructors as undergraduate and as graduate students, the relation of subjects of specialization to the subjects taught, and the vocational

plans of instructors before entrance upon present duties and for the future. A summary of some of the data follows:

Degrees held.—Six out of every ten junior college instructors hold the Master's degree; three out of ten possess the Bachelor's degree; and the remaining one in ten is either without a degree or is the possessor of the Doctor's degree. Instructors in public junior colleges possess a higher percentage of graduate degrees, and fewer are without degrees. The percentage of men and of women in public institutions holding graduate degrees is substantially the same. In private institutions a higher percentage of women than men hold graduate degrees; however, the percentage of men holding the Doctorate is far higher.

Instructors without degrees.—There are thirty-four persons in public and forty-three in private institutions without recognized degrees. Of the total number engaged in the two types of institutions, a much higher percentage are serving in private junior colleges. The subjects most frequently taught by them are music, business, art, vocational arts, physical education, and foreign language. Special schools, private tutors, and travel may more than compensate for lack of academic degrees.

Professional courses for undergraduates.—The typical junior college instructor completed approximately five professional educational courses in undergraduate study. The instructor in the public junior college completed slightly more professional work than did the instructor in the private one. Women in both types of institutions completed

TABLE III

SUMMARY OF DATA REGARDING PROFESSIONAL STATUS OF 1,236
JUNIOR COLLEGE INSTRUCTORS, 1929-30

	Total	Public	Private	Men		Women	
				Public	Private	Public	Private
Highest degree							
Bachelor's	29%	29%	28%	28%	29%	29%	27%
Master's	59%	62%	55%	59%	50%	64%	61%
Doctor's	5%	5%	6%	6%	9%	3%	2%
None	7%	4%	11%	5%	12%	4%	10%
Date of highest degree							
Bachelor's	1922	1922	1923	1921	1923	1922	1923
Master's	1926	1926	1926	1925	1925	1926	1927
Doctor's	1924	1922	1926	1922	1924	1922	1928
Professional courses							
Undergraduate, median.	5.3	5.6	5.2	5.0	4.8	5.9	5.6
Graduate, median	1.5	1.9	0.9	2.2	0.8	1.7	1.2
Subjects taught							
Undergraduate major...	55%	52%	60%	38%	52%	73%	69%
Undergraduate minors..	21%	22%	19%	22%	16%	22%	23%
Graduate major	54%	57%	50%	51%	46%	64%	54%
Graduate minors	19%	20%	17%	23%	19%	16%	15%
Outside majors or minors	17%	13%	25%	15%	31%	9%	19%
Neither majors nor minors	4%	4%	3%	5%	5%	2%	1%
Number subjects taught							
Range	1-5	1-5	1-5	1-5	1-4	1-4	1-5
Median number	1	1	2.1	1	2.3	1	1
Graduate attendance							
Regular term	30%	31%	29%	30%	27%	33%	32%
Median years	1	1	1	1	1	1	1
Summer sessions	48%	52%	39%	49%	33%	57%	47%
Median sessions	2.8	2.7	2.6	3.1	2.7	2.7	2.4
Teaching load							
Student load	86	95.2	65.6	98.5	70.7	90	60
Hour load	18.6	18.9	18.1	19.1	17.6	18.5	18.7
High-school teaching							
Percentage	40%	47%	40%	35%	37%	66%	45%
Hour load	11.0	11.0	11.0	12.6	10.4	9.1	18.7
Experience							
Junior college							
Median years	3.9	3.7	3.5	4.4	3.7	3.7	3.1
Elementary school	28.1%	29%	26.5%	24.7%	24.7%	35.0%	30.5%
Median years	2.9	2.8	3.0	2.7	2.6	3.0	3.5
Secondary school	53.1%	57.9%	44.0%	53.1%	36.3%	64.6%	53.7%
Median years	4.8	6.5	4.0	4.7	4.2	7.2	4.0
Colleges and universities	32.1%	35.3%	25.9%	40.0%	29.9%	28.6%	21.0%
Median years	2.2	2.1	2.4	1.0	2.5	2.5	2.3
Plans, junior college teaching							
Definite plans to enter..	12.4%	14.8%	7.9%	12.0%	8.3%	19.0%	7.3%
Definite plans to remain	65.9%	65.4%	66.7%	67.8%	69.3%	61.0%	63.8%
Plans of those leaving							
For other schools	68.8%	75.2%	53.0%	78.2%	66.0%	69.1%	41.7%
For other occupations	16.4%	18.8%	10.6%	21.8%	10.0%	12.7%	11.1%
Indefinite	14.8%	6.0%	36.4%	0.0%	24.0%	18.2%	47.2%
Publications	21.6%	22.7%	19.5%	26.9%	26.3%	16.6%	11.0%

more professional courses than did the men. The order of the courses of highest frequency—namely, principles of education, history of education, educational psychology, teaching in high school, special methods, practice teaching—is that advocated by many leaders. It was the exceptional teacher, however, who pursued all six. The majority of all instructors had pursued but three. There is a slight difference in favor of the instructors in public junior college. There is a noticeable lack in both groups of practice teaching.

Professional courses for graduate students.—A total of 872 of the 1,165 instructors reporting on this item had pursued professional graduate courses, although only 760 reported Master's or Doctor's degrees. The typical instructor had pursued 1.5 professional courses in graduate study. The instructors in public junior colleges had pursued on the average one more course than those in private ones. This fact, however, was largely due to the prevalence of male instructors in public institutions.

The divisions of professional subject-matter most frequently taken are as follows: educational psychology, special methods, educational measurements, educational administration, philosophy of education, history of education, principles of education. Many instructors, as graduate students, no doubt, were making up deficiencies in undergraduate training; others were trying to keep abreast of professional developments; others were obviously preparing for administrative positions. However, few were pursuing courses dealing specifically with the junior college and

its problems. Even in the case of those pursuing graduate study, there is little evidence that the desired professional training, including practice teaching, has been secured by instructors in either public or private junior colleges. Nevertheless, the professional standing of instructors in public institutions is far more satisfactory.

Subjects studied and taught.—Junior college instructors have specialized, at least to the extent of an undergraduate major, in practically every subject listed in the index of a representative university catalogue. However, there is little or no evidence of special preparation for the teaching of vocational and semi-professional terminal courses advocated by leaders in the junior college movement.

A majority of the junior college instructors are teaching both undergraduate and graduate majors, there being an overlapping in the subject of specialization. Unfortunately, 17 per cent are teaching, along with subjects of specialization, subjects for which they have had no special preparation. What is worse, 4 per cent are devoting full time to instruction in subjects in which they have no special preparation. In these respects, teaching assignments are far more satisfactory in public junior colleges. Teaching assignments, from this standpoint, are more satisfactory for women in both public and private institutions than they are for men.

Number of subjects taught.—Although there is a considerable range, the usual teaching assignment is limited to one subject. However, the assignment is more favorable in public junior colleges.

Women in both public and private institutions have more satisfactory assignments.

College or university attendance.—Approximately one junior college instructor in three has attended a regular session, and one in every two has attended two or three summer sessions as a graduate student since beginning teaching. In this respect, public junior colleges lead. Likewise, women rank above men in both public and private institutions.

Student load.—The median student load is 86. Instructors in public junior colleges have the heavier median student load. However, considering the number of hours taught, the student assignment is not heavy. Men in both public and private institutions have heavier student loads than women.

Hours per week.—The median number of hours taught per week for all junior college instructors is 18.6. The median hour load is slightly higher in public junior colleges. There is no marked difference in hour loads carried from the standpoint of sex.

High-school load.—Forty per cent of the junior college instructors teach an average of 11.0 hours in high school. Proportionately more instructors in public junior colleges are teaching in high schools. As a rule, women teach more hours than men in the high school in both public and private schools.

Junior college experience.—The median service in junior college teaching of all instructors is 3.9 years. The instructors in public junior colleges have had slightly more experience. The men in both public and private junior colleges have had more junior college

teaching experience than have the women.

Experience in other schools.—Approximately one junior college instructor in four (28 per cent) has had three years (2.9) teaching experience in elementary schools; one in two (53 per cent) has had five years (4.8) teaching experience in high schools; and one in three (32 per cent) has had two years (2.2) teaching experience in college or university. A slightly higher percentage of those in public institutions have had teaching experience in elementary schools for a slightly shorter period; a much higher percentage have had experience in high schools for a slightly longer period; and a much higher percentage have had experience in four-year colleges and universities for a much shorter period, usually assistantships for the year of graduate study. Women lead in experience in elementary schools and high schools from the standpoint of percentage and period of service.

Plans.—Junior college teaching is rather incidental to the possession of the Master's degree in the case of instructors both in public and in private junior colleges. Only one instructor in eight (12 per cent) definitely planned to become a junior college teacher, including a much higher percentage of those in public junior colleges (15 per cent compared with 8 per cent in private junior colleges) and a much higher percentage of women (19 per cent as compared with 12 per cent of the men).

Two out of every three (66 per cent) of the instructors are satisfied. More than two out of every three (69 per cent) of those who are dissatisfied plan to become instruc-

tors in four-year colleges and universities. In this respect there is slight difference between instructors in public and in private junior colleges. Men are more frequently satisfied than are women, many of the latter reporting "indefinite plans."

CONCLUSIONS

Superiority of instructors.—The most significant conclusion to be drawn from this study is the marked economic and professional superiority of the instructors in the public junior colleges. There are but slight differences in the social composition and social backgrounds of the two groups. The inequalities are in terms of environmental factors incident to the disparity in remuneration and in the amounts of formal education, professional training, and teaching experience. The salary of the instructors in the public institutions is much higher (\$2,528 as compared with \$1,892), and the chances for additional earnings for professional services are far more favorable. Proportionately more have graduate degrees; fewer are without degrees of some sort; more have had professional courses in both undergraduate and graduate studies; teaching assignments are more favorable as to number of subjects and lines of specialization; attendance at graduate schools, winter and summer, since beginning teaching, is more common; more have had teaching experience at elementary, secondary, and college levels; more definitely planned to become junior college teachers; and more have had material accepted for publication. There can be no question regarding the professional

superiority of the instructors in the public junior colleges.

Professional superiority of women.—In comparison with men, the women who are instructors in public junior colleges have more undergraduate professional courses and better teaching assignments with respect to subjects taught and number of subjects taught. A slightly higher percentage have attended both regular and summer sessions of graduate schools since beginning teaching, and a much higher percentage have had teaching experience in elementary and high schools.

The women in private institutions are far superior in professional preparation and experience. In comparison with men, they hold higher degrees and have had more professional preparation at undergraduate and graduate levels. They have far more satisfactory teaching assignments. A much higher percentage are teaching the one subject of specialization in undergraduate and graduate studies, and fewer are teaching subjects outside their majors and minors. A higher percentage have attended graduate schools, in both regular terms and summer sessions, since they began to teach. A much higher percentage have had teaching experience in elementary and secondary schools.

Insufficiency of training.—Considered as a group, junior college instructors have had far less training than is stipulated in the standards of state and regional accrediting agencies. Approximately one-third are without the Master's degree, while one out of sixteen are without any recognized degree. The limited experience at this level is due, no doubt, to the recency of the

junior college movement. Nevertheless, only half of the group have had high-school teaching experience. The inadequacy of credit in the desired professional subjects, especially practice teaching, would cause some doubt in respect to efficiency of instruction as commonly stated in standards; especially is this true for those beginning the teaching career at this level.

An aspect neglected in standards as generally stated is the relation of subjects of specialization to subjects taught. Approximately one-fifth of all junior college instructors are teaching one or more subjects or devoting full time to instruction in subjects in which they have had no special training. Such assignments are especially common in private junior colleges.

A further indication of lack of specific training is the fact that seven out of eight junior college instructors did not plan to teach at this level. The recency of the movement is in part responsible for this low figure. Nevertheless, far too many state that the teaching position was incidental to possession of the Master's degree; and many in public high schools were assigned to the higher level without making any special preparation. Unfortunately, one-third of those now engaged plan to discontinue junior college teaching. Furthermore, two-thirds of those intending to discontinue teaching at this level are planning for service in higher educational institutions.

Instructors in both public and private junior colleges are under indictment on all three counts. Nevertheless, as stated above, conditions are far less satisfactory in the private junior colleges.

SANTA MONICA ENROLLMENT¹

At the close of registration local college statisticians uncovered some interesting figures regarding enrollment here. The most evident fact is the increase in attendance of 155 per cent over that of September of last year. At the present time exactly 340 students are in attendance here at college. What is perhaps the most interesting point is the fact that there are men and women here in college who have made direct transfers from universities and colleges all over the country. There are 28 institutions of higher learning represented. Besides this large college representation there are 58 different high schools which can boast that their graduates enrolled at Santa Monica. Of the 58 high schools who sent representatives here, 20 were from the state of California, and the remainder were from all over the country. By delving right down into the very place where statistics come from we find that 20 out of 48 states are represented here.

"It is the purpose of the junior college to render educational service along three lines: *first*, presentation of a liberal arts course of two years which will lead to entrance to the junior year in college or university; *second*, conduct of two years of professional or pre-professional courses; *third*, offering two-year completion courses for those who do not desire to secure a degree or to lead professional lives."

—OFFICE OF EDUCATION,
Washington, D.C.

¹ From *The SaMoJaC*, student paper of Santa Monica (California) Junior College.

Intelligence Tests for Adult Admission

C. S. KILBY*

Has the institution of higher learning any responsibility to adult students with incomplete academic records? We have given extensive consideration to decreasing student mortality from the first grammar grades to graduate work in our universities. What provision should we make for young men and women who for one reason or another drop out of school, remain out for several years, and then decide to return and finish their training? The easier answer is to tell them they must begin where their formal schooling left off, wherever that point may have been. But this presents difficulties which sometimes work a hardship upon the most deserving and appreciative of all students. Often these adult young people have studied in night schools, by correspondence or extension work, or under special teachers. In many instances they have themselves taught school or directed work in one capacity or another. They have developed initiative. They have become endowed with a new determination. They write to a college asking what consideration can be given them and are advised that experience or outside study cannot be counted. The alternative is either to become a "special" student, not eligible to graduation, or go back to the place where their formal schooling left off. Sometimes this

reaches back as far as the ninth grade. For a boy of twenty-one or above to be told that he must spend from one to four years in high school usually means that he will "count the cost" as too high.

The college executive's answer to the problem is that adult students without complete high-school records have not the foundation upon which to base college courses. This paper summarizes the results of a four-year experiment by the Association of Arkansas Colleges which seemed to indicate that for a certain type college work can be carried successfully without the so-called basic courses. The specific problem of the paper is to compare junior and senior colleges in Arkansas with a view to determining which type of entrants was the more successful. The success of the experiment as a whole will be noted as a part of the data given below.

THE ARKANSAS PLAN

The regulation adopted by the Arkansas College Association was set forth as follows:

We recommend that applicants for admission to college over twenty-one years of age be admitted by passing, with a required score of 140, on either (1) Otis Group Intelligence Scale, Advanced Examination, Form A or B, or (2) Terman Group Test (7-12).

A great many institutions of higher learning throughout the country have adopted regulations

*Registrar, The John Brown Schools, Siloam Springs, Arkansas.

to govern the entrance of "adults," the word usually meaning persons over twenty-one years of age. It is required, however, that the student make up any high-school deficiencies before he becomes a candidate for graduation. The Arkansas plan waives all previous records, admits the applicant to full standing, and demands only successful carrying of college courses for full-fledged graduation.

The data collected for this report were secured by sending to the registrars of all junior and senior colleges of the state a form to be filled in with the following information: name; age of student at time test was taken; high-school units; name of intelligence test used, whether Otis or Terman; the score made; term or semester hours completed; and grade-point average for all work done.

Thirteen institutions replied — eight senior colleges and five junior colleges. Two senior colleges reported with non-data information. Galloway Woman's College stated that it had admitted no pupils twenty-one or over during the period named. The Arkansas State Teachers College advised that while very few students taking the test had failed to make good in college work, the practice had been discontinued there because it was found that upon transfer to other states, after the Bachelor's degree had been earned, the student had to substitute college hours to make up high-school deficiencies. Table I shows reports of the remaining colleges.

We desire to investigate the relative success of the two groups as collated from the questionnaire material. The first item of interest is the age at which the average stu-

dent took the intelligence test for college entrance. The record shows that the average age for all students

TABLE I
NUMBER OF STUDENTS CONSIDERED,
BY COLLEGES

	Number of Cases
Senior Colleges	
University of Arkansas.....	286
Ouachita College.....	10
College of the Ozarks.....	10
Hendrix-Henderson College (com- bined)	8
Arkansas College	4
Total	318
Junior Colleges	
Jonesboro College.....	92
Magnolia A. & M. College.....	46
John Brown Schools (combined) ..	19
Arkansas Polytechnic College.....	15
Total	172

is 27.3 years. It is rather significant, however, that the two extremes for individual colleges run from 23.0 years to 32.3 years. Perhaps this variation is explained through the fact that several Arkansas colleges emphasize teacher training, especially in the summer school. The upper age limit is no doubt caused by these education students who have been out in the teaching field and have returned to the summer sessions for validating certificates and other credentials.

QUANTITY OF WORK COMPLETED

Quite a contrast is found in the record of quantity of work completed in junior and senior colleges. In senior colleges the average of semester hours completed per student is 31.39, as contrasted with 15.12 hours for junior college students. The difference is partially accounted for, of course, in the

additional opportunities afforded by the senior-college curriculum. Table II shows the quantity of work completed by individual colleges.

TABLE II

QUANTITY OF COLLEGE WORK COMPLETED
BY ADULT ENTRANTS, SHOWN IN
SEMESTER HOURS, BY COLLEGES

Senior Colleges	Hours
University of Arkansas.....	29.4
Ouachita College.....	77.4
College of the Ozarks.....	41.1
Hendrix-Henderson College.....	37.0
Arkansas College	67.0
Junior Colleges	Hours
Jonesboro College.....	11.6
Magnolia A. & M. College.....	6.7
John Brown Schools.....	52.4
Arkansas Polytechnic College....	15.7

When considering the data of the tables above it must be remembered that this regulation has been in operation for only four years. Many of the students included therein are still in school. In fact, an important part of the investigation has been to determine the tendency for students to go ahead in college study. It will be seen that in only two colleges is the average below a normal semester's work, and in only three does the average show less than approximately a year's work. Furthermore, if an arbitrary division of those taking more than twelve hours of college study and those taking less than twelve hours is made, with the intention of eliminating such students as attended summer sessions only for the purpose of validating teachers' certificates, it is found that in both junior and senior colleges combined 268 students (54.7 per cent) are counted out, and the resultant student load for those remaining shows a very specific tend-

ency toward the completion of the college course. Such a division will practically double the average hours completed as shown by Table II.

The primary object of our investigation has been to determine how well these students admitted by the intelligence test plan succeed in college classes alongside those admitted on the basis of high-school graduation. The results have been a surprise to our own college people. In Table III the grade-point system of the University of Arkansas has been used.¹ The table shows the grade-point averages for individual colleges.

TABLE III

QUALITY OF COLLEGE WORK COMPLETED
BY ADULT ENTRANTS, SHOWN IN
TERMS OF GRADE-POINT AVER-
AGES, BY COLLEGES

Senior Colleges	Grade-Point Average
University of Arkansas.....	2.53
Ouachita College.....	2.55
College of the Ozarks.....	2.90
Hendrix-Henderson College.....	0.37
Arkansas College.....	2.75
Junior Colleges	Grade-Point Average
Jonesboro College.....	4.76
Magnolia A. & M. College.....	3.02
John Brown Schools.....	3.88
Arkansas Polytechnic College....	3.07

While figures are not available to show the general grade average for all colleges, we may well suppose that the median falls near the 2.0 mark. The University of Arkansas, which is represented in this report by 286 cases of adult admission on the intelligence test, shows a grade-

¹ A, 6 points for each semester hour; B, 4 points; C, 2 points; D, 0 points; E, 1 negative point; F, 2 negative points.

point average of 2.53 for such students, in comparison with a general student average for the past three semesters of 2.16, 2.24, and 2.07, respectively.

GRADE DISTRIBUTIONS

In Table IV are shown the relative grades by A, B, C, D, and F steps for junior and senior colleges. This is nothing more than a segregation of the grade-point averages given in Table III.

TABLE IV

COMPARISON OF GRADES BY A, B, C, D,
AND F STEPS BETWEEN SENIOR AND
JUNIOR COLLEGES, AND MIS-
SOURI GRADING SYSTEM

Grades	SENIOR COLLEGES		MISSOURI SYSTEM	
	Grade Points	Cases	Percent- age	Percent- age
A- to A....	5 to 6	10	3.2	5
B- to B....	3 to 4.9	102	32.2	20
C- to C....	1 to 2.9	152	48.1	50
D	0 to 0.9	27	8.6	20
Below D....	Negative	25	7.9	5
JUNIOR COLLEGES				
A- to A....	5 to 6	56	33.3	5
B- to B....	3 to 4.9	77	45.8	20
C- to C....	1 to 2.9	32	19.1	50
D	0 to 0.9	3	1.8	20
Below D....	Negative	0	0.0	5

It will be seen that a comparison of either junior or senior college data with the University of Missouri system of grading, or any system of the five-step type, reveals a clear preponderance in favor of the intelligence test entrants.

The number of failures is low, being 5.1 per cent of the total cases involved. All of these cases (25 in number) are found in the senior college group. The investigation revealed that not a single student entering a junior college through the medium of the intelligence test has failed. Certainly this is a remark-

able showing when the number of cases involved (168), and the length of time of the experiment, are considered. It seems an effectual repudiation of the claim that adults can be successfully kneaded into college material only by the process of going back from one to four years to establish a "foundation."

The data indicate that during the four years of the experiment 28 students (5.7 per cent) from senior colleges earned sufficient hours for graduation. The grade-point average of this group is 3.17. For junior colleges there are only 11 students with 60 or more college hours, the quantity usually required for graduation. The tendency here shown in favor of the senior college is interesting and also somewhat difficult of explanation. Perhaps it is partially accounted for through the practice of students of transferring to a senior college or university shortly before the necessary hours for junior college graduation have been earned. It would of course be expected that junior colleges would show a larger number of graduates than senior colleges in view of the tendency hereinbefore mentioned, namely, that these adult students show a tendency to go ahead toward graduation from either type of school.

INTELLIGENCE TEST SCORES

Another feature of the investigation was the score which the average student made on the intelligence test. The score required for passing is 140 on either Otis or Terman examinations. One of our colleges suggested that the score required was too low. The data which came in showed that for all senior col-

leges the average score was 164.4, or 24.4 points above that required for passing. For all junior college entrants the average score was 161.1, or 21.1 points above the passing score. Twelve scores of more than 200 were reported. In the original investigation considerable attention was given to this question. A correlation of the scores made with both the quantity and quality of work done after entrance indicated that those passing with scores of from 140 to 150 did practically as good work as those who made scores above 150. It seemed definitely shown that the critical score should not be increased.

One very interesting and important phase of the investigation could not be totally reported because of insufficient data. This is a comparison of the amount and quality of scholastic work done previous to college entrance with the same standards after entrance. In most instances the students had taken some high-school work. Three colleges, with a total of 38 students in the report, had complete data. We give in Table V the averages of high-school units at the time of taking the intelligence test and the grade-point average on work done subsequently in college classes.

It was suggested by at least one college that even with the intelligence test being used a given amount of high-school work should be required; for instance, in such subjects as English, mathematics, and history. The success of this initial period, however, would seem to indicate that it is just as well, if not better, to waive the entire previous scholastic record of the student. It has been the experience of most high-school principals that the

adult student is out of place, and perhaps more times than not will fail to go back successfully to high-

TABLE V
COMPARISON OF PREPARATORY UNITS
WITH QUALITY OF SUBSEQUENT
COLLEGE WORK*

	Average High-School Units	Grade- Point Average
John Brown Schools (Jr. Coll.)	6.8	3.88
Arkansas Polytechnic (Jr. Coll.)	4.3	3.07
Arkansas College (Sr. Coll.)	8.5	2.75

* Only colleges shown where complete data were available.

school classes, but will take the only alternative, that of dropping out of school entirely.

SUMMARY

The results of a four-year experiment in Arkansas institutions of higher learning show that on the basis of intelligence tests students past twenty-one years of age may be enrolled as fully matriculated degree candidates although such entrants have incomplete preparatory records. A total of 490 cases are considered, of which 318 are senior college and 172 junior college entrants. A contrast much in favor of the senior college is shown in the quantity of work completed by the average intelligence-test entrant after admission to college classes. On the other hand, the comparison favors the junior college on the quality of work done, as far as shown by grade-point averages. Both senior and junior college entrants show higher grade averages when admitted on the basis of intelligence tests than ordinary high-school graduate entrants.

Teaching Psychology in the Junior College

HARRY CHARLES STEINMETZ*

Some years ago, when the writer began instruction of psychology in a junior college, with little more "right" than that accruing from earnest desire, he unfortunately had not seen Max Schoen's article on the elementary course, and Richard Husband's provoking description of psychology in the junior college had not yet appeared.¹

The experiences of the first year have no place here; those of the last may be worth mentioning for their bearing upon the common search for the most profitable procedure in the handling of heterogeneous classes on the semester basis. It is only the first semester of general psychology which is the present concern. Consideration will be given to text, method of instruction, examinations and grading, and individual studies.

It is probable that like many beginning courses, especially of a semi-scientific nature, the first course in psychology often appears

to the beginner to be arbitrary in sequence, incomplete in parts, and of unequal interest, the continuity of which is provided by introductory and terminal paragraphs of chapters and the apologies of the instructor. Often the first course begins with physiology and ends with philosophy, and three months later most students cannot relate what came between; those whose interest is aroused, despite the usual discipline, and who continue the study, must be scholars worthy the honor of carrying on the interests and efforts of Wundt, Titchener, Troland, and others—but this is a prayer, rather than a proved fact.

The fact is that there are few in the junior college, where the traditional collegiate problems of scholarship are of like kind but magnified, who are capable of providing the ideational content of relational thinking and the applications which connect the discipline with life. Furthermore, pedagogical emphasis is now upon units of information for painless assimilation, and much educational theory supports the emphasis; in any case, to put it baldly, competition for promising students must be met. It is doubtful if many students are capable of building up a psychology of intelligence or personality from biological considerations and philosophical distinctions; if psychology itself has content of value, it should be of cultural interest.

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¹ Max Schoen, "The Elementary Course in Psychology," *American Journal of Psychology* (October 1929), XXXVII, 593-99; Richard Husband, "Psychology in Junior Colleges," *Psychological Bulletin* (January 1929), XXVI, 39-40; also compare Mary Shirley and Kate Hevner, "An Experiment in Teaching Laboratory Psychology by the Project Method," *The Journal of Applied Psychology* (August 1930), XIV, 309-323.

BEST TYPE OF TEXTBOOK

It follows from such reflections that a text which begins somewhat deductively, with personality or intelligence or normal behavior as common sense knows it, is likely to serve junior college needs best. Any other limitations of text are implied by this comparison between adjacent schools: Freshmen admitted at Stanford University during the last winter quarter (1929) had an average Thorndike score of 84; those entering San Mateo Junior College for the autumn semester averaged 64; only 5 per cent of Stanford's entrants had scores below 64, while only 10 per cent of San Mateo's entrants were above 84. This difference is attributable to the selectivity of Stanford rather than atypical character of San Mateo's student body, for data in the recent state mental-educational survey of California junior colleges show that the latter is above the state average. Almost obviously, even if the study is a sophomore subject, descriptive and applied—in a word, "practical"—psychology is in order in the public institution, or none at all, unless an outright selection is practiced which antagonizes other departments. The danger of practical psychology, aside from becoming pseudo, is that it easily becomes orientation and should then frankly be called such rather than psychology. One grows ill over the misuse of the term. Better an early English text on associationism than one on *How to Get By in College* studied as psychology.

METHODS OF INSTRUCTION

The lecture method of instruction, with carefully selected collat-

eral reading, frequent five-minute quizzes, demonstrations, institutional visits, and individual studies or projects, with irregular and voluntary section meetings, are profitable activities. Proximity to the Stanford psychological laboratories and the Sonoma Home for the Feeble-Minded and Epileptic and the Napa Insane Asylum have made possible instructive visits when appropriate topics were being studied. Demonstrations are particularly acceptable in the fields of intelligence (e.g., Binet testing), sensory and perceptive experience, and reaction time; handling of such by students is mentioned below. The most satisfactory grading scheme, always a factor in morale and achievement, has proved to be based upon a distribution of cumulative scores, which include quizzes, examinations, and term study.

EXAMINATIONS AND GRADING

To illustrate: Our semester of eighteen weeks was broken into three equal intervals of six weeks by two examinations. The final examination was given no more credit than each "mid-term," although under some circumstances it should be either doubled in length or in weighting; each examination consisted of about one hundred objective questions. Quizzes were weekly, except for examination weeks, yielding about 30-35 possible points each six-week interval. Students were thus subjected to about six hundred questions during the semester.

Individual studies, to be described later, were subjectively graded, after rough ranking, comparison with former reports, and consideration of difficulty encountered, labor in-

volved, insight shown, and the like. Specifically, points were given for these elements: promptness in decision and completion, adherence to required form (purpose, materials, subjects, procedure, results, interpretation and discussion, and conclusion), neatness, time spent (if more than average reported by class), apparent independence of application, marked initiative and originality, thoroughness and insight into the general bearing of the problem upon behavior, and "marked excellence"; total, eight points. Each score was multiplied by twelve in order to give the project an additive value roughly equivalent to an examination.

A percentage grade distribution was not mechanically applied to total scores. Interquartile range was used in determining grade ranges, but one young woman whose excellence was consistent until the final examination, when she "blew up" under stress of "testphobia," received an A in the course despite a cumulative score of but plus 2.2 Q; such adjustments are made not in the interests of mercy but of justice. Reference was made to distribution of Thorndike scores within the class in comparison with the school distribution, as well as to the size of the class. Necessity for this is seen in the fact that at one time the class numbered twenty-four with a mean Thorndike score of 64 ± 12 , while two years later it numbered fifty with a mean Thorndike of 71 ± 8 , and the school mean throughout remained 67 ± 10 .

INDIVIDUAL PROJECTS

In considering individual projects for junior college students of psychology it is necessary to bear in

mind that few junior colleges have even the rudiments of laboratory paraphernalia. In this discussion it is assumed that such studies as shall be mentioned, properly handled and accompanied by demonstrations and the other devices mentioned above, may be an adequate substitute for the laboratory experience; the purpose has been to afford students exercise of initiative in seeking answers to their own questions and in critically appraising such answers.

Three types of studies have been allowed: studies of a laboratory nature, "original," and bibliographical or periodical. The value of the last may be questioned; in any case they have merely been supplementary to the text and have failed to provide unique experience. Examples of the first type are: to find simple reaction time; to determine just observable stimulation of touch; to match touch spots; to determine stimulus differential thresholds for lifted weights; to determine visual after-images.² "Original" studies were really of a non-laboratory or testing nature, as a rule, and were suggested by the instructor indirectly or directly by the students, such as blind-fold test of food recognition, reliability of testimony, sex differences in earliest memories, reliability of the Seashore tonal memory record, validity of the instructor's placement examination in psychology.

A schedule which has proved satisfactory is as follows:

1. Plan is announced during the second week and a list of suggestive topics (not statements of problems) is posted, with short bibliography of simple experiments.

² Cf. L. W. Kline and F. L. Kline, *Psychology by Experiment*, Ginn & Company, 1927.

2. Old studies, graded and critically annotated, with identifying names removed, are put into class circulation in charge of two students. These are collected before the first mid-term examination.

3. Any time before the first mid-term each student is required to see the instructor concerning the topic of his choice, when formulation into a definite problem is agreed upon. Avoidance of duplication is required. Statement of problem with tentative plan of attack and statement of anticipated need for assistance is appended to the first mid-term test.

4. Each student is required to see the instructor once between mid-terms, i.e., during the middle six-week interval, and the class is informed that the necessity for additional assistance may be interpreted unfavorably. An hour additional to the instructor's regular daily consultation hour is set aside for such conferences, and scheduling is handled by the two students who acted as librarians (and secretaries) during the first interval. Individual study conferences alone are subject to such limitations, independent of the regular and irregular conferences to which all instructors give more or less time.

5. Completed reports of studies are due during the first week after the second mid-term, neither before nor after. Reports are typed, if possible, fastened together, and prefaced with statements of time consumed in study of topic and in consummation of individual study. These are checked in by the secretaries and arranged according to type.

Preliminary report or demonstration to the class may be requested of a student during the middle of the semester. With all reports in, each

type is critically examined for material of class interest bearing upon recently studied or approaching topics; these are temporarily returned to students for ten-minute expositions in class. The length of the junior college semester makes possible allowance of time for such activity; from twenty to forty per cent of the studies usually prove worthy of such mention.

ADVANTAGES OF INDIVIDUAL STUDY

It is impossible to determine the exact benefits of this scheme of individual studies, but its distinct advantages have seemed to lie in the direction of motivation, exercise in contributing to group study, preparation for laboratory work and for thesis writing, exercise of initiative in learning by doing, intensified interest accruing from active participation, and completion of an investigation of larger scope than that ordinarily undertaken in laboratory work. Characterization of a few studies may invite the judgment of the reader on this point and exemplify the procedure described above.

The early introduction of the topic of intelligence provides opportunity for instruction in the arithmetic of statistical method which proves invaluable in the studies of at least half of the class. These measures are clarified in class: mean, median, average deviation, the normal curve of probability, the coefficient of variability, tabulation into frequency distribution, graphic and rank-order methods of correlation. The graphic method of estimating correlation for small groups³ has especially proved

³ Cf. Peter Sandiford, *Educational Psychology*, Appendix B, p. 392.

valuable in giving the concept of associated measures. In voluntary section meetings these additional measures were studied by about one-third of the class: the chart (Otis) method of calculating correlation, variability of the mean, coefficient of reliability of the difference between means (using A.D. only). In the time given, it was observed that apparently little of value was learned in the study of the last few measures save by those who were majoring in mathematics and those having Thorndike scores above 80.

Studies may be described under two heads, those involving correlation and those which do not. The first correlation study will be described, others merely mentioned.

SAMPLE CORRELATION STUDIES

E. B. H. in the first conference evinced curiosity about the value of intelligence tests in comparison with high-school records. Routine studies on file in the writer's office could have been shown him, but he wanted to tinker with scores himself. Inspection of data involving only members of the class showed that correlations were likely to be typical, so the Otis Self-Administering Test, Higher Examination, was given, and E. B. H. set to work. An abbreviated report follows:

Measures:

- Number of high-school recommending units,
- Average junior college grade, or grade-point ratio, and
- IQ according to the Otis Self-Administering Test.

Subjects:

Thirty members of the psychology class, mainly third-semester students, seventeen men, thirteen women.

Results:

Measures	Mean	A.D.	V.
(1) High-School Recommending Units	14.6	2.2	0.15
(2) Junior College Grade-Point Ratio	1.2	0.4	0.33
(3) IQ, Otis Test	111.0	8.2	0.07

Correlations	Graphic Method	Rank Method
1 and 2	0.22	0.21
1 and 3	0.10	0.11
2 and 3	0.43	0.45

The value of such data as a basis for class discussion is obvious. Four immediate results were: demand for personal information, interest in similar studies of larger populations, suggested further use of same data, and insight into one type of psychological research.

One student persuaded the staff of the circulation department of the *San Francisco Call-Bulletin* to take the Otis Self-Administering Test, and he secured correlations between (1) Otis IQ, (2) age, and (3) salary of 1-2, 0.24; 1-3, 0.32; 2-3, 0.64.

The Allport Ascendancy-Submission Reaction Study has proved an intriguing instrument for class investigation; three students during three semesters have secured correlations of ascendancy with grade-point ratios of about .35 for women; about .50 for men. This would appear to demand the attention of older students.

SCHOLARSHIP AND ATHLETICS

Another minor investigation which did not involve correlation but which seems to demand more complete treatment is concerned with scholarship and athletic participation. J. W. was given access to files in the offices of the registrar and of the student body. Table I refers to letter men of the school years 1926-28 for whom all data

were available. Table II refers to the first forty individuals in the alphabetical files for whom all data were available: ten of each sex who upon registration had indicated activity interest in four or more sports, and ten of each sex who had indicated no interest in any athletic activity.

For comparison, comparable data for the whole school is given here, provided by the instructor:

Number	Thorn-dike	High-School Recommend- ing Units	Grade- Point Ratio
600	67±0.06	13.2±0.02	1.13±0.003

TABLE I

ACADEMIC STANDING OF TEAM MEMBERS

Sport	Num- ber	Thorn- dike	High- School Recom- mend- ing Units	Grade- Point Ratio
Men: Soccer	13	65.6	11.2	1.11
Men: Football ..	23	63.5	10.9	1.09
Men: Basketball.	12	55.0	13.7	1.27
Women: Basket- ball	8	73.6	15.0	1.34

TABLE II

RANDOM SAMPLES OF EXTREME GROUPS

	Num- ber	Thorn- dike	High- School Recom- mend- ing Units	Grade- Point Ratio
Men: Four sports	10	60.4	8.6	0.96
Men: None	10	67.7	14.9	1.23
Women: Four sports	10	71.8	15.4	1.25
Women: None ..	10	64.5	14.8	1.06

"Differences between men's teams are probably not reliable, but between sexes they are striking; note the reversal of relationship between participating and non-participating men and women." (J.W.)

Space does not permit review of many minor studies in learning, sensation, illusion, imaginal reactions, susceptibility to annoyances,

sleep talking, and of critical-mindedness and intellectual initiative which have appeared to be very profitable.

OTHER PROFITABLE STUDIES

The two most exhaustive studies were concerned with reaction time, conducted by a young lady preparing for medicine whose kymographic work was done at the University of California Medical School in San Francisco, and with the use of Koh's Block Design Test of Mental Ability, conducted by a young Chinese in San Francisco's Chinatown. Mention of these is for the purpose of warning. The students got out of hand; they devoted themselves so exclusively and with such initiative that they produced undergraduate masterpieces, but seriously neglected other work, including study for examinations in psychology!

The two most interesting studies were concerned with unproved beliefs and with student attitude toward instructors. M. M. subjected seventy-three students in the psychology and philosophy classes to a battery of fifty-three statements, forty-six of them probably false and seven probably true and not considered further. The reliability of rank order of credence was found to be high between classes and very high between sexes. Responses of T (true), D (doubtful), and F (false) were called for.

Such beliefs of psychological interest as these were used: The natural instinct of motherhood directs a woman in the training of her baby; marriage usually takes place between persons having opposite traits; a mother can make her child more musical by studying music be-

fore the child is born; the special abilities of a man may be determined by the shape of his skull; children frequently outgrow feeble-mindedness; the children of cousins are usually deformed or feeble-minded; some persons are clairvoyant, being able to see into the future.

Twenty such beliefs yielded these percentages:

Sex	True	Doubtful	False
Forty men	35.1	14.3	50.6
Thirty-three women	46.6	21.1	32.3

Such study is being continued and has given rise to a battery of more than 500 catch-statements.⁴

STUDENT ATTITUDE TOWARD INSTRUCTORS

E. C. had the notion that grading was too much in one direction; he readily became interested in the Purdue Rating Scale for Instructors, and secured six volunteer instructors anxious to learn student opinion in two classes apiece involving a total of 329 student ratings. E. C. appeared in each class at the beginning of the hour, requested confidential co-operation, and read the instructions for use of the scale.

In reporting findings, instructors were designated by symbols, and each instructor was told only his own symbol. The little investigation was a success from every angle: students co-operated with enthusiasm and apparently with discrimination; E. C. prepared comprehensive tables and a complete report for the volunteer instructors; the instructors took the results in good spirit and several have shown eagerness to profit from the information

⁴ Orientation test for universities, colleges, and high schools, devised by H. C. Steinmetz and A. S. Lewerenz; standardized and copyrighted by A. S. Lewerenz, Los Angeles City Schools, 1930.

derived; the confidential nature of the whole study was strictly observed.

The writer has attempted to describe a procedure in the instruction of beginning classes in psychology which he believes possible of meritorious development in the typical junior college.

TEST RESULTS AT SAN MATEO

San Mateo Junior College, California, reports the following results from giving the Thorndike and the Thurston College Aptitude Tests and the Iowa High School Content Examination, Form B-1, to all new students at the beginning of school this fall.

Test	No. of Cases	Mean	σ	P.E.
Thorndike	295	61	17	11
Thurstone	286	142	50	34
Iowa	319	124	29	20

Part scores (Iowa):

English	41	12	8
Mathematics	22	11	8
Science	22	7	5
History	38	9	6

The Thorndike test has been used at San Mateo for several years. Recent experience with the Thurstone test, however, has been so satisfactory that it has been decided, beginning with the second semester, to abandon the use of the Thorndike test, on account of the greater economy and reliability of the Thurstone test.

A summary of the sources of 321 new San Mateo students shows that thirty-six per cent came from San Mateo County, thirty-five per cent from San Francisco County, and twenty-six per cent from other California counties. Eight students were from other states and foreign countries.

University Success of Junior College Graduates

W. S. ALLEN*

This study represents a comparison of the records made in academic subjects during the junior and senior years by graduates of twenty-six junior colleges and by regular four-year students in Baylor University during the junior and senior years. Only graduates of the twenty-six junior colleges who completed two full years of work in Baylor University and received the Bachelor of Arts degree from the institution are considered.

Between 1910 and 1929, 330 junior college graduates received the Bachelor of Arts degree from Baylor University. They came from twenty-six institutions.

The records of these 330 students were compared with the records of 330 students, selected at random, who had spent their freshman and sophomore years in Baylor University. The average marks made by students from the various colleges are shown in Table I.

The average of marks made in Baylor University by the 330 students who graduated from junior colleges was 83.40. The average of marks made in Baylor University during junior and senior years by the 330 students who spent four years in Baylor was 83.50.

The writer realizes that the number of students from most of the individual institutions is too small to draw any conclusions. However,

*Dean of Baylor University, Waco, Texas, and secretary of the Association of Texas Colleges.

as far as the study goes, it shows clearly that students on the average will be as successful during their junior and senior years in Baylor University whether they attend Baylor during the first two years or whether they graduate from a junior college before enter-

TABLE I

College	No. of Students	Average Marks Made during Junior and Senior Years
Alexander College.	2	85.50
Burleson College...	85	83.24
Central College	2	89.70
Clarendon College...	2	89.90
Decatur College....	104	83.07
Hillsboro Junior College	5	85.90
Jacksonville College	3	80.80
John Tarleton Agricultural College..	8	84.20
Kidd-Key College ..	6	83.20
La Grange (Missouri) College...	1	81.00
College of Marshall	30	84.24
Meridian Junior College	6	83.40
North Texas Agricultural College..	1	86.10
Paris Junior College	1	90.80
Rusk College.....	34	83.63
Sam Houston Normal Institute....	1	82.50
Santa Ana (California) College.....	1	89.30
South Park Junior College	1	85.50
Stephens Junior College (Missouri)	1	78.50
Texas Military College	1	79.30
Wayland College ..	23	82.51
Weatherford College	2	79.00
Wesley College	2	85.70
Westminster College	4	80.80
Westmoorland College	3	81.30
Wichita Falls Junior College	1	94.30

ing the institution. The difference in the average marks is so small as to be negligible. The study would therefore indicate that the instruction received in the junior colleges is as thorough as that received in the freshman and sophomore years of at least one senior college and vice versa.

The findings of the study agree with those of another made by the writer in 1926.¹ In that case the records during the junior and senior years in Baylor University of 125 graduates of five Baptist junior colleges were compared with the records of an equal number of students who had spent four years in the senior college. The averages were as follows:

Baylor University.....	82.89
Burleson College.....	82.14
Decatur College.....	82.87
College of Marshall.....	83.53
Rusk College.....	83.11
Wayland College.....	83.68

The differences were so small as to be negligible.

HONORARY DEGREE GIVEN

The honorary degree of doctor of laws was recently conferred by Northwestern University on Thomas J. McCormack, director of the La-Salle-Peru-Oglesby Junior College. Dr. Henry Crew, head of the department of physics at Northwestern University, made the presentation in the following words: "A great teacher who has realized and has met the needs of his entire community by devoting his efforts to the individual student; an accomplished linguist whose studies have resulted in a remarkable mastery of his mother tongue; a philosopher

who has followed the advances of science, both social and physical, without for a moment losing sight of the fundamentals; a scholar of catholic tastes who has grasped the large problems of life, but without superficiality; an enemy of chauvinism and a strong advocate of fairmindedness among nations."

BOOST AND BOOM

The *Journal of Education* has been criticized because it does not boost and boom the junior college. The reason we do not boost and boom the junior college is because it is sure to be as vital and permanent a function in American education as the graduate school of the university will be. The proportion of American youth who need the junior college is as large as the senior college students who do not care for graduate work. The junior college will have the same relation to the senior college as the senior college has to the graduate school. The junior college is for community education as distinct from academic education. It is not the student who needs home influence so much as it is the home that needs the scholastic influence of the junior college students. The village and small town community needs the spirit of junior college life, just as graduate college students need city life. Graduate work needs a concentration that it cannot get with community responsibility, while youths from eighteen to twenty need community life to make scholarship function in real life. The junior college needs no booming or boosting any more than an orchard needs smudge pots in April or May.—Editorial in *Journal of Education*, October 27, 1930.

¹ Published in the *Baylor Bulletin* (November 1926), Vol. XXIX, No. 4, p. 16.

"Ancient History"

FIRST NATIONAL CONFERENCE ¹

George F. Zook, specialist in higher education, Bureau of Education, Washington, D.C., called the meeting to order, and made the following introductory statement:

"It is a matter of common knowledge that during the last twenty years there have been formed a large number of national educational associations, and even a larger number of sectional and state educational associations at which questions affecting the future welfare of our system of education have been freely discussed. Among the questions which have received no little consideration in recent years is that of the function and future of the junior colleges. The junior colleges have been commanding this attention because they have been growing tremendously. Up to this time, however, there has been no gathering of representatives from the junior colleges themselves at which the place and function of the junior colleges in our system of education has been discussed. Indeed, the junior colleges are practically the only large body of people concerned with a definite type of education which so far have not held any national conferences. It therefore occurred to the Commissioner of Education and to me that

it would be highly desirable for the Bureau of Education to call a meeting of representatives from the junior colleges of the country for a full and frank discussion of their mutual interests and problems. This, in brief, is the occasion for this conference. . . .

"No institution of learning is more important for the development of young manhood and of intellectual leadership in the solution of our complex economic problems than the good four-year college. We need all of the product they can possibly turn out. On the other hand, other institutions are also demonstrating their usefulness to the community and the nation, and it is becoming increasingly apparent that universities and colleges alike are beginning to regard the junior college as an institution of great possible usefulness in the field of higher education.

"As you know, the junior college movement in Missouri has attained as great a growth as in any other state in the Union, if not greater, and from it have come a number of persons who have become leaders in the junior college movement in Missouri. The Commissioner of Education has invited one of these men to be the presiding official of this gathering. I am, therefore, very glad at this time to introduce President James M. Wood, of Stephens Junior College, Columbia, Missouri, who will act as chairman of the conference."

¹ Extract from the *Proceedings of the National Conference of Junior Colleges*, St. Louis, Missouri, June 30 and July 1, 1920.

The Junior College World

TEST PROGRAM AT CRESCENT COLLEGE

Crescent Junior College, Eureka Springs, Arkansas, held its annual student-testing program during the first week of the current semester. In order to measure potential abilities the Detroit Advancement Intelligence Examination, the Iowa High School Content Examination, the New Stanford Achievement Test Advanced Examination, the Iowa Silent Reading Tests, various Iowa and other placement examinations, Seashore and Kwalwasser-Ruch Music Ability Tests, Meier-Seashore Art Judgment Test, and others were administered to various groups of students. The results from these tests indicate to whom invitations may be given for certain honor courses offered by the college and to ascertain the abilities of Crescent Junior College students. Crescent Junior College has a dual marking system—the five-fold A, B, C, D, F for actual accomplishment, and satisfactory or unsatisfactory for accomplishment relative to ability. For example, a student whose mental ability and whose aptitudes and past performance in a given subject indicate that she is capable of A or B work, is considered as doing unsatisfactory work if her college accomplishment in that subject is a mere C. It has been noted by educators that, among the more capable students in the average school, accomplishment is more frequently than not below ability. Crescent Junior College believes that if it can rectify in some measure this dis-

crepancy it will be rendering a real social service.

LIBRARIAN APPOINTED

Miss Eleanor C. Wilkins, daughter of President E. H. Wilkins, of Oberlin College, has been appointed assistant librarian at Sarah Lawrence College, Bronxville, New York. Miss Wilkins completed the library course at Columbia University during the summer.

BECOMES DISTRICT JUNIOR COLLEGE

The California State Board of Education at its quarterly meeting October 3-4, 1930, granted the petition of the Los Angeles City High School District to establish a junior college district. While public junior college work was established at Los Angeles a year ago, it was organized as a high-school department, and received no state aid of \$100 per student, such as is given to district junior colleges under the California law. This makes the seventeenth junior college of the district type in the state. Los Angeles Junior College reported an initial enrollment in October of 2,605, making it probably the second largest institution in the country, exceeded only by Crane Junior College of Chicago.

NEWS FROM THE KNOX SCHOOL

From the junior college department of the Knox School at Coopers-town, New York, students have recently been admitted to Mount Holyoke College, Northwestern University, University of Wisconsin (Engineering School and Liberal

Arts course), and Washington University.

For athletic purposes, a new boat house has been built on Otsego Lake for the use of the School and of its junior college department. Two new shells have been added to the equipment for crew practice, in addition to two practice barges and four rowing machines. The riding ring, built in 1929-30, has proved very popular with all students interested in that sport.

Among the musicians and lecturers on the Liberal Arts program of 1929-30 were: Hugh Walpole, George Pierce Baker, Yale University; Florence Jackson, of Wellesley College; Dr. Robert Norwood, Saint Bartholomew; Barrere Little Symphony Orchestra; Katharine Goodson, pianist; Maurice Marechal, 'celist.

IDAHO SOUTHERN BRANCH

The Southern Branch of the University of Idaho at Pocatello is an integral part of the University of Idaho and is administered as one of the academic divisions of the University, with the purpose of providing instruction in the first two or junior college years of practically all four-year curricula offered by the University, and the prerequisites required for admission to the various senior college curricula.

The purpose of the University junior college curriculum is a dual one. It affords to those who do not expect to attend college more than a year or two a comprehensive and organized course of study which will be appropriate to all general educational needs; and it furnishes to all candidates for a degree a broad and liberal foundation for

any curriculum which they may wish to pursue in the senior college.

In its organization and administration the junior college curriculum is designed to serve in increasing measure the need for close articulation between the work of the high school and that of the college, and the avoidance of duplication in studies. This is to be accomplished partly by the modification of teaching methods, and partly by curriculum provision for the recognition and acceptance of work done in the high school. This organization is calculated to save the time of students—a matter of both economic and educational importance—and to develop greater initiative and capacity for creative scholarship.

The curriculum of the junior college is based on a completion requirement of sixty credit-hours in addition to the requirement of four credit-hours in physical education. A portion of this requirement, amounting in most cases to thirty-eight hours, is specified; the remainder is at the disposal of the student, for the purposes which seem most wise to him and his adviser. Opportunity is given for the completion of prerequisites for the various senior college curricula, for the pursuit of courses which are designed to provide some vocational proficiency, particularly for those who will not go beyond the junior college; or for the election of any courses which will tend to give breadth and scope to the student's general education.

The specific requirements have been selected in the fields of natural science, social science, English language and literature, and the arts. The aim has been to include those items of human thought and ac-

complishment which function most generally in the life of a person living under present social and economic conditions. The resultant information and training should furnish the basis for an enlightened citizenship and a foundation on which any subsequent form of education might be built safely and well.

FENN COLLEGE EXPLAINED

Fenn College, under the auspices of the Cleveland Y.M.C.A., for which I am acting as correspondent for your *Journal*, is somewhat different from the average institution which will contribute to your columns. At least I assume this is true since the report of Mr. Morris, of the Society for the Promotion of Engineering Education, indicated that our program differed somewhat from the conventional arrangement.

Fenn College comprises two distinct divisions: the day co-operative division and the evening junior college. The former is a fully accredited college of Engineering and Business Administration, offering five years' work on the co-operative plan, and leading to the Bachelor's degree.

The evening division is the one which I represent and I mention the other for fear misunderstanding might arise by reference to "full time" faculty members or "transfers to the day division," or other inferences.

The evening division is called a vocational junior college. This means that instead of offering a liberalized or pre-professional course as is done in most junior colleges, we omit most of the generalized subjects and dip into the specialized training which the students seek.

Students desiring to continue and obtain their Bachelor's degree are required to take the more liberalized subjects in the remaining half of their course.

Being conducted entirely in the evening, students require three years to complete the junior college work. Classes meet three evenings each week for three hours per evening. The school year is forty weeks, twenty weeks per semester.

All laboratories and facilities of the day division, which enrolls between four and five hundred students, are available for use by our junior college students.—M. E. NICHOLS

NEW PRESIDENT AT CRESCENT

Thomas Franklin Marshall, for many years president of Glendale Junior College, Glendale, Ohio, and more recently assistant in education at the University of Cincinnati, has been called to the presidency of Crescent College, a junior college for young women, at Eureka Springs, Arkansas.

ILLINOIS COMMITTEE APPOINTED

The Illinois High School Principals Association has appointed a committee to study the matter of junior college legislation in the various states. The chairman is William E. McVey, superintendent of the Thornton Township High School and Junior College at Harvey, Illinois.

UTAH DEBATES JUNIOR COLLEGES

The question chosen for intercollegiate debate this year by Brigham Young University, Provo, Utah, is, "Resolved, that the state of Utah should foster a system of junior colleges."

JUNIOR COLLEGES COMBINE

Los Angeles Private Junior College which was organized in 1927 has combined this fall with Cum-nock Junior College of Los Angeles. The combined institutions will hereafter go under the name of Cum-nock.

SPECIAL CONFERENCE CALLED AT FRESNO

A special conference on the junior college has been called by the California State Department of Education to meet at Fresno, Friday, December 5. Discussion will follow the presentation of the following topics: "The University and the Junior College," by Monroe E. Deutsch, vice-president, University of California; "Junior College Financial Problems," by Walter E. Morgan; "Proposed Junior College Legislation," by Nicholas Ricciardi.

WILL MAYFIELD REOPENS

Will Mayfield College, a Baptist coeducational junior college at Marble Hill, Missouri, has reopened this fall after remaining closed for a year.

MATHEMATICAL EDITOR

Mr. J. W. Cook, instructor in physics and mathematics at Central Junior College, El Centro, California, since 1922, is mathematical editor of the *High School Teacher*, the national journal of secondary education published at Columbus, Ohio.

HIRAM COLLEGE INSTALLS PRESIDENT

Dr. Kenneth Irving Brown, instructor at Stephens (Junior) College, Columbia, Missouri, was in-

stalled as president of Hiram College, Ohio, on October 10. In connection with the installation ceremonies, an honorary degree was conferred upon Dr. James Madison Wood, president of Stephens College.

TUITION AT PHOENIX

According to a note in a recent issue of the *Arizona Teacher*, a new plan for determination of tuition for nonresident students at the Phoenix Junior College has been developed. It says:

During the last year it was finally decided that tuition in Phoenix Junior College would be at cost for those students who resided out of the district. The amount was determined on the basis of students and average daily attendance for the preceding year. Last year it was \$125.00 a semester, and this is the amount being charged to students not in the district. It was thought at first that this would decrease the attendance of the first year, but instead of doing that we find that there is a slight increase in attendance for the current year. It is highly likely that the enrollment for the year will exceed 500. The enrollment for the first semester is 468.

THE JOHNSTOWN PLAN

In an article in the November *Journal of the National Education Association* regarding the school system of Johnstown, Pennsylvania, B. J. Coll thus describes the junior college situation:

Johnstown employs a "6-4-2-2" plan of education: six years, elementary; four years, junior high school, and two years in the senior high school. The student may continue his education at home by enrolling for one or two years in the Johnstown Junior College which

is conducted in the high-school building. The Junior College is the local branch of the University of Pittsburgh. The city superintendent of schools is responsible to the board of school directors for the general efficiency of the college department and counsels with the officers of the University as designated by the chancellor at Pittsburgh. This related rise from the elementary grades through junior high school, senior high school, and junior college, all of which come under the jurisdiction of the superintendent of schools and the school board, obviously shows the sequence of courses that is inevitable. In the life of the pupil it means a gradual unbroken rise for a period of twelve or fourteen years, the latter being dependent upon the student's decision to enter the Junior College. It means that his mind and general reaction to schoolwork are not confused or complicated by different methods of teaching or the exaction of different requirements of any kind. He has a definite knowledge of just what is expected of him as he moves from the final year in the elementary school to the first year in junior high school, or from the fourth year of junior high to the first year of senior high school. Likewise, the transition from senior high to junior college is without break.

NORTHERN CALIFORNIA MEETING

The Northern California Junior College Association held its annual meeting at Modesto, on October 18, Dean Charles S. Morris of Modesto Junior College presiding. Some seventy representatives from the various colleges were present, and also State Superintendent Vierling Kersey, Superintendents Willard E. Givens and William Ewing from Oakland, and representatives from the University of California and from Stanford University.

The morning session opened with the transaction of business, followed by the reports of the activities of the

commissioners. The program for the day, which centered largely on the relation of the junior college to the senior college, was as follows: "Junior College Curriculum," by Dr. Wm. M. Proctor, Stanford University; "Junior College Legislation," by Mr. Walter Morgan, Sacramento; "Senior University Requirements," by Professor Dwight C. Baker, University of California; "Counseling," by Dr. Karl M. Cowdery, Stanford University. Round table discussions were held on the following subjects: "Curriculum Problems," "Legislation," Counseling," and "Graduation Requirements and University Affiliations."

During the luncheon, served by Miss Kathryn King of Modesto Junior College, Superintendent Kersey spoke on the public-relations aspect of the responsibilities of education, stressing the present problems of mass education, the difficulty in knowing the value of the dollar in educational service, and the need for directed intelligence in handling school problems. Superintendent Givens spoke on the great importance of the pending legislation in regard to free textbooks.

During the afternoon session the following officers were elected for 1930-31: *president*, Mr. Lowry Howard, Menlo Park Junior College; *vice-president*, Mr. Floyd Bailey, Santa Rosa Junior College; *secretary-treasurer*, Miss Margaret Chase, California Polytechnic. Commissioners were also elected as follows: *Arts*, Miss Elizabeth Balderstone, San Mateo Junior College; *Athletics*, Dr. Horace L. Hoch, Modesto Junior College; *Forensics*, Mr. Ed. I. Cook, Sacramento Junior College; *Women's Athletics*, Miss Ethel M. Cobb, Marin Junior College.

At three o'clock the conference adjourned so that the delegates could attend a football game played on the Modesto College field between the Marin and Modesto Junior College teams.

—ALICE C. COOPER

RESEARCH SCHOLARSHIP

George Stewart, graduate of Phoenix Junior College, Arizona, has been awarded a \$4,500 scholarship for exceptional work in chemical research. The award is a three-year fellowship, one year of which is to be spent at the University of Chicago, from which Stewart was graduated last spring with a Bachelor of Science degree, and two

years at Cornell University. While a student at Phoenix Junior College, Mr. Stewart served as a laboratory assistant in the chemistry department under Professor Arthur Lee Phelps. This work and the chemistry courses he was pursuing in the college interested him in the industrial phases of chemistry and, on entering the University of Chicago, he chose that study as his major subject.—*Arizona Teacher*

THE DAY OF PEACE*

O'er a waiting world comes stealing
The glad strains of bells low pealing,
The merry bells of Christmas, bringing joy to wayworn hearts;
O'er earth's sad strife is ringing
The chant of angels singing;
The message sweet of "Peace on earth" their song to us imparts.

Low before His cradle kneeling,
Shall men cherish bitter feeling?
Shall they, thoughtless, cast all dreams of "Peace on earth" afar?
No; a holier light is breaking;
Earth to nobler hopes is waking,
Like Judean shepherds guided onward by His wondrous star.

Like the Magi three adoring,
Gifts of untold wealth outpouring,
When before the Manger-King they in worship humbly bow,
So to brotherhood awaking,
Turned from hatred of man's making,
The sons of all the nations honor the All-Father now.

Round each hearthfire brightly glowing
Steals a calm beyond all knowing,
On this day of golden glory when the Prince of Peace was born;
Attuned at last to angels singing,
Love's true gifts in homage bringing,
Our glad lives give back the greeting of this happy morn.

Clear and sweet the bells are ringing;
Closer bend the angels singing;
Every heart one prayer upraises: "May His peace abide for aye.
Day of God's best gift returning,
Bless with fruit our holiest yearning,
Till all days are love-crowned like this happy Christmas Day."

* By Alice C. Cooper, Instructor in English, Modesto Junior College, California

Reports and Discussion

TWO CORRECTIONS

DEAR EDITOR:

I wish to make two corrections in my article, "University Courses on the Junior College," which appeared in the October issue of the *Journal*. I have just learned of a course on the junior college which was given at the University of California in the summer of 1925 by Professor Koos. This is thus the first offering of such a course in any university in America so far as has been reported. Through a clerical error it was not listed in the questionnaire received from the University of California. A description of the course as stated in the catalogue is worth reproducing:

"The Junior College.—Evaluation of claims made for the junior college movement, including consideration of the trend of reorganization in secondary and higher education; study of the types of junior colleges and of other problems, i.e., curriculum, instructional staff, student body, finances, housing; a brief study of the history of the movement."

The other correction is in regard to the University of Alabama. It was stated in my article that a course on the junior college was offered there in 1928 and a footnote was given stating that the information was secured from the catalogue. I find that the course was offered but was not actually given due to lack of demand. The offering was made with the idea of the University being prepared when the necessity did arise.

Very truly yours,

W. L. ROACH
San Mateo Junior College

NEW ENGLAND COUNCIL

At the meeting of the New England Junior College Council held in Boston, October 25, the following officers were elected: *president*, E. Everett Cortright, Junior College of Connecticut, Bridgeport, Connecticut; *vice-president*, Agnes M. Safford, Westbrook Academy, Westbrook, Maine; *secretary-treasurer*, H. Leslie Sawyer, Colby Junior College, New London, New Hampshire.

MISSOURI SURVEY COMMISSION

Following are the recommendations of the Missouri State Survey Commission¹ relative to the public junior college.

As soon as it becomes feasible in the several communities where junior colleges are publicly supported, these colleges should be provided with separate quarters in which to conduct their work.

Until the above recommendation becomes possible of realization, each institution should endeavor in every possible way to effect an organization of students, staff, and general activities which is entirely separate and distinct from the secondary school in that locality.

The faculties of the junior colleges are, as a whole, not composed of individuals, a sufficient number of whom have reached distinctive scholarly attainment or maturity of experience. The institutions should raise their salaries, and undertake to secure more individuals who have se-

¹ *A Report to the State Survey Commission on Publicly Supported Higher Education in the State of Missouri*, made by the Division of Field Studies, Institute of Educational Research, Teachers College, Columbia University, November 1929, pp. 419-52.

cured a high quality of competence to do college teaching.

In the building of a state-wide program of higher education for Missouri, it will become increasingly necessary to recognize the integral relationships of all institutions engaged in this enterprise. The future will not reward competition on the part of local communities with the university, in offering various forms of higher education. On the other hand, the work of the university may be valuably supplemented by these junior college institutions. It is recommended that effort be made to correlate the programs of the junior colleges and the university in meeting the needs of the student population of the state.

There are two promising fields of major usefulness for the junior college. The first field is the provision, under fortunately intimate and sympathetic surroundings (for certain types of students) in home environments, of basic education for (a) entrance later, in the university, upon a further intellectual or scholarly career leading to graduate work or (b) entrance upon systematic professional education in some division of the university or in a teachers' college. The second field is the provision of vocational education of a limited technical nature, designed for certain of the lower- or middle-level vocations, such as drafting, contracting, certain forms of business, etc., and given in such a way and with such an approach as will provide emphasis for the fundamental elements of social education. The objective of efficient and useful citizenship in the present highly complex social, political, and economic scheme should be continually kept in the foreground. The junior colleges of Missouri are now at the point when they should give consideration to the desirability of entering upon the second of these fields of service, as well as the first.

The education of teachers should not be the primary objective of any of the public junior colleges. Where this work is carried on, and is of high quality, the expenditures for practice teaching and other auxiliary facilities become very great. Such service on the part of the junior college is in definite competition with the five state teachers' colleges and with the several municipal institutions for the education of teachers in the state of Missouri, which institutions constitute ample facili-

ties for the state. There is a contribution of fundamental importance for the junior college to make in other lines of higher education and the expenditure of funds available should not be diverted from this contribution.

The financial support of public junior college education, in the immediate future, should be continued in substantially the present method but the sums provided should be more adequate for the institutions maintained.

RELATION TO STATE UNIVERSITY

The junior college is not necessarily a preparatory school for the university. It should consider the needs of the local students. Yet at the same time it should afford an opportunity for those who wish work for a degree. If the junior college is to serve the ambitious student to the best advantage it should synchronize with four-year institutions so that he will not lose credits in transferring his work. Four-year colleges differ considerably in their requirements for graduation. Therefore, it is impossible for a two-year college to try to meet the requirements of all of them. Ordinarily the state university is considered the standard educational institution of the state. Since that is the case, it seems logical that public junior colleges should accept the standards of the state university as far as possible.

It is the practice of the state universities to obtain the rating of all two- and four-year colleges within the state. This is done mainly for the benefit of the university in receiving students from these institutions. It is also done for the benefit of institutions outside of the state. For instance, a student has his transcript sent from the Hutchinson Junior College to the University of Illinois. The registrar of the University of Illinois may have very little knowledge of the junior college in Hutchinson, Kansas. He writes the University of Kansas for the rating of the institution in question. The Uni-

versity has the rating on hand and is able to send it forthwith.

Students and prospective students seem to have a great deal of concern about whether their credits from a junior college will be properly recognized by higher institutions. For that reason it seems practical to have your school closely linked up with a good standard four-year institution. If the student knows that he is pursuing practically the same courses in the junior college that he would pursue for his first two years in the state university he is going to show more contentment. If the instructor can occasionally say, "This is the same text and the same course that the state university offers," the student is often relieved of that feeling that he is only attending an extension of the high school.

The red-blooded student who attends a college wants the institution to mean something to him in name and rank. In states where the state Board of Education has full power over the courses in public junior colleges this close affiliation is automatically a part of the educational plan; however, where the college is thrown more or less upon its own responsibility a close tying up with the state university has its advantages.

Occasionally a parent says, "I want my son to attend the local junior college providing his credits will be accepted by 'X' University." The school man feels a little more secure when he can reply in a manner like this, "The courses of the local junior college are modeled after those of our state university—even the catalogue numbers are the same. The state university accepts every hour of our work. 'X' University accepts the credits of the state university; therefore, we should have no doubt about 'X' accepting the work done in our own junior college."

Cases have been known where a student was very anxious to attend a college where he could be away from home, contrary to the wishes of his

parents. During his overanxious moments he has started a rumor that the credits of the local junior college are not recognized by other schools. Such a rumor can cause much discussion and place a question mark on the local school in the minds of some people. In a case of this kind, it is worth a great deal to the head of the institution to be able to cite facts in the matter of credits. A statement from the university posted on the bulletin board and printed in the newspapers will do much to dispel any doubts that arise.

C. M. LOCKMAN, *Dean*
Hutchinson Junior College
Hutchinson, Kansas

NORTH CENTRAL ASSOCIATION

At the thirty-fifth annual meeting of the North Central Association various actions affecting junior colleges were taken by the Commission on Institutions of Higher Education. A summary of these is taken from the June 1930 issue of the *North Central Association Quarterly*.

Reinspections.—The following junior colleges which were ordered re-inspected prior to the meeting were continued on the accredited list: (1) Lincoln College, Lincoln, Illinois; (2) Muskegon Junior College, Muskegon, Michigan; (3) Potomac State School, Keyser, West Virginia.

New applications.—The following junior colleges, newly applying, were added to the accredited list: (1) Arkansas Polytechnic College, Russellville, Arkansas; (2) Duluth Junior College, Duluth, Minnesota; (3) Port Huron Junior College, Port Huron, Michigan; (4) Wentworth Military Academy, Lexington, Missouri.

Dropped.—The following institution was dropped from the list of accredited junior colleges for the reasons designated: Crane Junior College, Chicago, Illinois; policy relative to admissions, teaching load, internal organization, inadequacy of physical plant

and facilities, class sizes, library, lack of adequate records, general tone.

Actions affecting standards.—Voted that the following be added to the present standards for colleges and junior colleges: "Buildings and equipment. The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, the nature of the laboratories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both students and teachers."

Voted that the phrase "including classes for part-time students" be added to Standard No. 4 for junior colleges, which will then read as follows: "The teaching schedule of instructors, including classes for part-time students, shall not exceed eighteen hours a week; fifteen hours are recommended as the maximum."

Educational experiments.—Voted to receive and adopt the reports on the experiments at Kansas City, Missouri; Joliet, Illinois; and Stephens College, Missouri; and to continue the committees.

New experiment at Tulsa.—Voted that the Tulsa Senior High School, of Tulsa, Oklahoma, be given authority to conduct educational experiments embracing the relationship between the secondary school and junior college curricula. It is to be understood that technical standards having to do with units and hours of credit may be disregarded but that academic achievement represented by such units and hours of credit will in all respects be maintained. Be it further resolved that in order to secure the maintenance of proper junior college standards the senior high school of Tulsa shall be required to report annually on the progress of the experiment to such committee or committees of the commissions of the North Central Association as shall be appointed either to advise or to check on the advance-

ment of this experiment, provided that (1) similar action is taken by the Commission on Secondary Schools, (2) there be a joint committee representing the two commissions to supervise the experiment, (3) an annual report be rendered to the secretary of the Commission, and that (4) the experiment be approved for five years.

Accreditation Committee.—Voted that a committee be appointed to cooperate with a similar committee from the Commission on Secondary Schools to consider and report on the problem of accrediting junior colleges.

Voted that beginning with the annual meeting of 1933, no institution be accredited as a junior college which awards a degree, provided that a junior college which desires to extend its work to that of a four-year degree-granting college may receive permission to do so for a period of three years before the above rule becomes operative.

JOLIET JUNIOR COLLEGE¹

We file herewith a brief report of our first visit in connection with the oversight of the development of the high school and junior college at Joliet, Illinois, in conformity with the spirit of standards in the North Central Association. . . .

The Department of Chemistry in the school has collected convincing factual material tending to show that twelfth-year chemistry students compare favorably with the general tendencies of university freshmen as revealed by the standardized tests of the University of Iowa.

The committee finds that there is no

¹ This report and the two following ones on Stephens College and Kansas City were given before the Commission on Institutions of Higher Education of the North Central Association at Chicago, March 20, 1930. They are reprinted from the *North Central Association Quarterly* (September 1930), V, 195-98.

characteristic difference between the chemistry taught at twelfth-year level and the chemistry taught in the local junior college.

It is understood that students desiring to enter universities submit the number of Carnegie units required for admission. The present recommendation is that, whenever individuals submit the specific requirements in Carnegie units set up by a given university with a full unit in chemistry in addition, they may receive university credit for the chemistry taught at twelfth-grade level, to be counted as credit toward the Bachelor's degree, and as accredited chemistry, *pari passu* with university freshman credit in equivalent courses.

It was found that since the students in college physics in the Joliet Junior College are all engineering students there is little if any program duplication in physics as between the local high-school offering and that of the local junior college, while there is such duplication in chemistry. On the other hand, the committee suggests that the school may very well develop academic courses in physics similar to those now offered in chemistry which are not necessarily pre-engineering in type. Whenever such a twelfth-grade course in physics is made the full equivalent of university freshman courses in physics then the same principles should apply as those described by the committee for chemistry.

The committee further suggested, on the occasion of its visit, that the possibilities of eliminating duplications in American history, mathematics, foreign language, and English should be given due consideration and that an effort should be made to make such courses at twelfth-grade level bear the same relation to university freshman courses as is now the case with chemistry. The school has this matter under consideration and the proper committees have been appointed to consider the matter.

Finally, the committee wishes to make it very plain that these particular twelfth-grade courses, whether in chemistry or in other subjects, are conceived to be of the same academic standing as similar courses offered at the local junior college level and customarily offered at university freshman level. The high school may offer other courses in any of the departments concerned, credit in which can be utilized to absorb university admission requirement but cannot be submitted for advanced credit. The essence of this report is that the specific courses in question at twelfth-grade level are the full equivalent in character and content of corresponding courses offered either in the local junior college or commonly at university freshman level, that they may be taken without prejudice by qualified pupils at either twelfth-grade level or junior college level, and that such courses and no others may be accepted by universities for advanced credit.

C. E. CHADSEY

J. E. STOUT

H. C. MORRISON

Committee

REPORT ON STEPHENS COLLEGE

At the session of the North Central Association in 1927, President Wood of Stephens College presented on behalf of that institution a request that the Association permit Stephens College to experiment with the plan of adding two high-school years to the existing two junior college years which had been maintained by the college in the past. President Wood stated that it seemed desirable that the college include more than two years in order that half of the student body should not be withdrawn each year through graduation. He also promised that the college would carry on a vigorous study of the possibility of re-

constructing the curriculum administered during the whole four years.

The Association voted to permit Stephens College to carry on the experiment for five years and appointed a committee to keep in contact with the experiment. The committee visited Stephens College two years ago at the inception of the experiment. A second visit by the committee took place on February 11, 1930. A written report of progress has also been filed with the committee.

The committee finds that the registration in the two high-school years of the college is small, including only between 30 to 40 students. Only very small numbers of these students continue into the third and fourth years of the experimental plan. The outlook for a substantial increase in this registration does not seem to be promising.

The committee finds that the experimental work in preparing curriculum materials for the high-school years, especially in the form of orientation courses in four lines, is being carried on with energy. The four orientation courses are as follows: (1) vocations, (2) natural science, (3) social science, and (4) arts and aesthetics.

The members of the committee attended classes in each of these lines and held conferences with the staff. It is the judgment of the committee that Stephens College is fulfilling its pledge to devote energy to the very useful experiment of organizing such courses.

The committee did not attempt to observe the other experiments in curriculum reconstruction which are being carried on at Stephens College. Reports on the work in the upper classes were made to the committee during its visit and these reports indicate that much time and attention is being given to promising curriculum studies.

One important phase of the experiment which deals with the high-school years is a plan of co-operation which

is participated in by Stephens College and the public junior college at Long Beach, California, and a private school for boys at Menlo Park, California. The materials prepared at Stephens College for the four orientation courses are being used at the two California institutions and may be used during the next school year by other junior colleges in California. In order to facilitate the initiation of the experimental work in California, an exchange of teachers was arranged and is now in operation between the junior college of Long Beach and Stephens College.

The co-operation between Stephens College and the California institutions was arranged by President Wood and is an important supplement to the work being done at Stephens College.

In connection with all of the experimental work a program of testing is being carried on which should furnish definite objective evidence of the success of the undertaking.

The committee begs leave to report on the basis of its observations that Stephens College is complying with all of the stipulations which it made when it asked for permission to try the experiment. Under the vote of the Association, permission continued for two years more. The committee offers no judgment at this time as to the probable final success of the enterprise. It records a favorable judgment of the vigor and devotion with which Stephens College is contributing to the solution of one of the important problems of junior college organization.

GEORGE F. ZOOK

L. V. KOOS

CHARLES H. JUDD, *Chairman*

REPORT ON KANSAS CITY, MO.

At the meeting of the North Central Association in 1929, Superintendent Melcher of the school system of Kansas City, Missouri, asked for approval of

an experiment which was projected for that system. The purpose of this experiment is to bring about a closer articulation between the senior high school and the junior college and to effect, if possible, such an economy in the time required for graduation from the junior college that the total number of years required for the completion of elementary and secondary education through junior college shall be twelve years instead of the conventional fourteen years.

The full text of the resolution authorizing this experiment is as follows:

Voted that the Junior College of Kansas City, Missouri, with no loss of accredited standing, be given authority to conduct educational experiments embracing the relationship between the secondary school and junior college curricula. It is understood that the technical standards having to do with units and hours of credit may be disregarded but that academic achievements represented by such units and hours of credit will in all respects be maintained; provided that in order to assure the maintenance of proper junior college standards the Junior College of Kansas City shall be required to report annually on the progress of the experiment to a Committee to be appointed by the Chairman of the Commission on Institutions of Higher Education, which Committee shall report to the Commission.

The committee of the North Central Association which was charged with the responsibility of keeping in contact with the experiment visited Kansas City on February 10, 1930, and held a conference with Superintendent Melcher and some twenty-five of his associates who are working on the experiment.

Conditions are favorable at Kansas City for an experiment which has as one of its chief purposes economy of time because the elementary schools of that city have from the beginning been seven-year schools rather than eight-year schools. In recent years a number of junior high schools have been

opened, and the system has for some time included a successful junior college.

The first step which has been taken in the experiment is the organization of three committees to study the curriculum in three subjects, namely, English, social studies, and natural science. These committees are made up of selected teachers from the junior high schools, senior high schools, and the junior college. They have been holding weekly meetings since early in December. It is the purpose of Superintendent Melcher to organize soon two additional committees in subject-matter fields, one in mathematics and one in foreign languages.

The reconstruction of the curriculum necessary to make the experiment a success will require more time and energy than can be contributed by the members of the committees while they are performing their full regular duties in the schools. It is the purpose of the Superintendent to release the chairmen and possibly other members of the committees for such time as may be necessary to carry on their work.

A general advisory committee is to be created for the co-ordination of the work of the committees on special subjects.

Provision will be made to check up on the work of pupils. The experiment will be begun gradually, probably in only one school at first.

The aim of the whole procedure will be to determine how far it is feasible to give average pupils a full elementary and secondary education in a school system which is organized on the 6-3-3 plan. The plan, as stated earlier, contemplates the inclusion of the junior college curriculum in this 6-3-3 organization. Pupils completing the work will be expected to enter the university at the level of the present junior year.

It is the judgment of this committee that the experiment is being seriously and deliberately undertaken and that

the North Central Association may properly encourage its continuance. It is recommended that another visit to Kansas City be authorized, this visit to be made at some time during the next school year. It is also recommended that the Kansas City school system have the approval of this Association for the continuation of the experiment.

L. V. KOOS

GEORGE F. ZOOK

CHARLES H. JUDD, *Chairman*

JUNIOR COLLEGE LIMITATIONS

It takes only a limited understanding to appreciate the fact that the junior college will never become a universal system in the United States. The history of the junior high school movement offers one of the best proofs of this statement. The enthusiasts for the junior high school in its beginning predicted its universal acceptance. After twenty-five or thirty years fewer school systems are organized on this plan than the old traditional eight-four or seven-four system. . . . The standards for financial support for a junior college, which are a city of twenty-five thousand inhabitants and assessed property valuation of \$10,000,000, also set very definite limits for the future development of junior colleges. There are not more than three hundred such cities in the United States, and, according to a study published by Koos in 1928, there were 105 public junior colleges in the United States. This indicates that if the junior college movement depends upon local support, as the high-school movement has been supported, it has reached possibly 40 per cent of its possible development. If a junior college were established in every city in the United States having twenty-five thousand inhabitants they would not serve more than one-third of the population. It would be rather difficult, therefore, to conclude that such an institution could be consid-

ered typical of the American educational system. . . . There are glaring weaknesses in the junior college as a pre-professional school. . . . Probably the field where the junior college will serve best in the future will be that of providing adult vocational training in night schools to those already gainfully employed, and this type of vocational training will most likely be limited to training in trade courses and for clerks, bookkeepers, and stenographers.

The data presented seem to indicate certain conclusions concerning the future of the junior college. First, that it will not become a part of the typical organization of American higher education; second, that if it has to depend upon local tax support it can never hope to serve more than a third of the people; third, that as a pre-professional institution for the majority of several professions, such as law, medicine, and the ministry and the higher forms of engineering, it will not offer any serious competition to the well-established liberal-arts colleges; fourth, that it is doubtful whether in the terminal function it will ever make any serious appeal to the vast majority of the American people who desire a liberal education unless it becomes something more than an extension of the high school.—HOMER P. RAINEY, president of Franklin College, in "The Future of the Arts College" in *Journal of Higher Education*, for October 1930.

The average man is not prepared to take up university work until he has reached the end of the sophomore year. No greater mistake is being made in the field of higher education than the confusion which is coming to exist between college and university methods of work.—PRESIDENT W. R. HARPER, University of Chicago, in an address before the National Education Association at Boston in 1903.

Judging the New Books

Edited by John C. Almack, Stanford University

VINCIL C. COULTER, *Readings in Language and Literature*. The Ronald Press Company, New York. 1930. 443 pages.

This book is for college freshmen. "The aim has been to give the freshman English course a content which is the peculiar province of the Department of English." The compiler believes it is both useful and logical to organize the thinking of beginners about their language and literature experiences rather than about matters which belong, by right, to other departments. He concludes that, "since this course was organized five years ago, the trend of current thought has set very definitely towards the attitude here presented."

Chapter ix is entitled "Some Literary Terms and Their Meanings," and was written by the compiler. The very first sentence in this chapter, "A canyon cuts into a mountain a short distance *from where I write*," raises an interesting question of standards itself. Ten of the fifty-two paragraphs are quoted. One finds paragraphs beginning with "It may seem," "It seems safe to say," "It is possible," and "It is quite possible." "It" is also used in the same way in other sentences than the paragraph introduction. The conjunctions "but" and "and" likewise stand at the beginning of sentences and paragraphs.

An appendix gives a method of work. After calling attention to the needs of techniques, the writer discusses "Note Taking." He declares that "the most important notes are those you take while you are trying to think through some subject which interests you." The essential characteristics of "good notes" are treated in one or two

paragraphs. The last two paragraphs in this section treat order. A few questions refer to the readings. They are grouped under their respective chapter numbers in the last four pages of the appendix. There is an excellent index.

The selections cover a wide range in time, subject-matter, and authorship. In the same chapter is given a selection on "Scientific Thinking" by E. E. Slosson, and a selection on "Reading" by John Locke. Other writers represented are Percy Marks, Thomas H. Huxley, Jonathan Swift, George A. Dorsey, Arnold Bennett, Havelock Ellis, and John B. Priestly.

One hesitates to attempt an evaluation of a book of this kind. The writer believes that Mr. Coulter has, in the line of his purpose, done an exceptionally good piece of work. Many will disagree with his contention that such material is desirable in the freshman class. Many will refuse to accept claims based upon experience, which lack the experimental justification. Until scientific proof is advanced, doubtless one should suspend judgment, or at least confess the tentative nature of the hypotheses he puts forward. Again the reviewer declares that the chief need in this field is research.

HAROLD BENJAMIN, Ph.D., *An Introduction to Human Problems*. Houghton Mifflin Company, Boston. 1930. 472 pages.

This book marks a new departure in the field of orientation literature. Designed for use in college and university orientation classes, it proves to be much more than a text. The author, a professor of education at Stanford University, has produced an extraordinarily interesting but carefully writ-

ten interpretation of man's contributions to the romance of civilization. The book, while incorporating some of the qualities of each of these, reaches beyond the scope of a subject-matter survey text or a how-to-study outline. "The aim is to develop an appreciation of advanced study. The students are asked to consider the attitudes with which human problems have been approached, the motives with which they have been attacked, and the methods by which they have been solved."

Man is a discoverer, a problem-solver. His problems and his varying methods of solution from antiquity to today form the theme of the book. To quote another reviewer: "It is a story depicting the crashing down of the gateways to the unknown."

The treatment of the student's personal mental, social, economic, aesthetic, and ethical problems is effected by a rich and varied presentation of objective material. The book is scholarly and authentic but the antithesis of pedantic. Training in a thoughtful and scientific evaluation of human problems is applied even to perplexing ethical and religious relationships.

Each of the seventeen chapters is summarized and is accompanied by a topical bibliography. The statement of the topics is suggestive of the problems involved, and the references are adequate. The book is adapted for use in institutions where the first two years of college are considered as bona fide college years. Much objective but well-organized and interpreted data make the reading easy and interesting, but the book should not be taught on a high-school level. It will provide the background for a training in scientific method as well as meet the need for a fundamental orientation text.

The book contains excellent source-book and reference material for other college courses. A trade edition under the name of *Man, the Problem-Solver* is published by Houghton Mifflin Com-

pany. The humanness of the content and a pleasing style well adapts the book for non-academic reading.

C. G. WRENN

JAMES CONELESE MILLER, Ph.D., *The Induction and Adaptation of College Freshmen*. University of Missouri Bulletin, Vol. XXXI, No. 32, Columbia, Missouri. 1930. 109 pages.

This bulletin summarizes the practices of fifty Mid-West institutions in introducing freshmen to the college situation. Ten of each of the following types of institutions were included: state universities, private and municipal universities, private colleges, state teachers' colleges, junior colleges. The basis of sampling used was not given. The data were gathered from questionnaires, printed material from the institutions, and visits to nine of the colleges and universities.

The topics covered include pre-college information and guidance, freshman week, orientation and survey courses, freshman guidance, and student reaction to freshman programs. Only sixty student reactions are included in this last section. The presentation of the material is largely tabular in form. The conclusions drawn from these tables are not always justified unless one assumes that common use justifies a practice. The tables present much information of value with only minor statistical errors noted, as on pages 21, 73, and 87.

A summary chapter of thirty-two items gives the meat of the study, although much detailed information as to forms, courses, and personnel involved can be found in the body of the bulletin. To those interested it is only fair to say that a much more complete and representative treatment of freshman week is found in a *Teachers College Contribution*, No. 415 (1930), by Knode, while a more thorough study of orientation courses may be found in a *University of California Publication in Education*, Vol. II, No. 3 (1928), by Fitts and Swift. C. G. W.

Bibliography on Junior Colleges

1675. BROWN, CLARA M., "New Problems and a New Curriculum," *Journal of the American Association of University Women* (January 1930), XXIII, 74-79.

Contains discussion of the curriculum reorganization under way at Stephens College, Missouri.

1676. CARPENTER, W. W., "Means for School Publicity Utilized by Public Junior Colleges," *Peabody Journal of Education* (November 1930), VIII, 165-71.

Based upon information secured from forty-six public junior colleges. Considers co-operation with local newspapers, co-operation with civic organizations, publication of bulletins of information, open-house programs, use of the radio, and teachers in the classroom.

1677. CALIFORNIA SCHOOLS, "For Your Information," *California Schools* (October 1930), I, 258-64.

Contains announcements of Los Angeles Junior College District (p. 258), American Association of Junior Colleges (pp. 259-60), and the *Junior College Journal* (p. 264).

1678. CAMPBELL, LAURENCE R., "Teacher Misplacement," *School and Society* (November 1, 1930), XXXII, 589-90.

Quotes statement of five qualities desirable in a junior college instructor, as sent to prospective faculty members by Menlo Junior College, with percentage rating on each.

1679. CARPENTER, W. W., and CARTER, W. R., "The Duties of the Dean of the Public Junior College," *Peabody Journal of Education* (January 1930), VII, 218-23.

1680. COLL, B. J., "The Johnstown, Pennsylvania, High School," *Journal of the National Education Association* (November 1930), XIX, 249-50.

Describes relationship of the two-year junior college to the remainder of the public school system of Johnstown.

1681. COWLEY, W. H., "Editorial Comments," *Journal of Higher Education* (October 1930), I, 414-15.

Welcome to the *Junior College Journal*. "This new publishing enterprise

will more than likely help to accelerate a movement which everyone recognizes still to be in a healthy experimental if not a pioneer stage."

1682. COX, CLEMENT S., *A Study in Sex Differences in Achievement of Junior College Freshmen*, Stanford University, California, 1930, 74 pages, 37 tables, 7 figures. Bibliography, 35 titles.

Unpublished Master's thesis at Stanford University. Based upon an analysis of the mathematics section of the Iowa High School Content Examination for 2,720 women and 3,325 men of the low freshman class in 42 California junior colleges. Finds evidence of marked superiority on the part of the men for various comparable groups.

1683. DAVIS, CHARLES W., and McDONALD, HOVEY C., "Intercollegiate and Intramural Athletics in the Junior Colleges of California," *California Quarterly of Secondary Education* (October 1930), VI, 85-90.

Based upon detailed information received from thirty institutions.

1684. EDUCATIONAL INDEX, "New Magazine," *Educational Index* (October 1930), II, i.

Announcement of the *Junior College Journal*, stressing its bibliographical features.

1685. HALE, WYATT W., "Comparative Holding Power of Junior Colleges and Regular Four-Year Colleges," *Phi Delta Kappan* (October 1930), XIII, 69-74, 4 tables.

Based upon a detailed check of student names in the catalogues of thirty-eight junior colleges and twenty-one four-year colleges. Finds that junior colleges have holding power (percentage of freshmen returning the following year) varying from 31 per cent to 84 per cent, with average of 54 per cent; while four-year colleges vary from 51 per cent to 81 per cent with average of 66 per cent.

1686. HALLE, RITA, *Which College* (revised edition), Macmillan Company, New York, 1930, 305 pages.

Includes a chapter on the value of the junior college.

1687. INSTITUTE OF EDUCATIONAL RESEARCH, *Report to the State Survey Commission on Publicly Supported Higher Education in the State of Missouri*, Teachers College, Columbia University, November 1929, pp. 419-52.

The recommendations of the Commission with reference to public junior colleges are reprinted in this issue of the *Junior College Journal* (see pages 156-57).

1688. JENSEN, C. N., *Report of State Superintendent of Public Instruction of Utah*, 1928, 23 pages.

"The need for junior colleges becomes more urgent from year to year. . . . I would recommend that the legislature make provision for the establishment and maintenance of state junior colleges at such centers as it may deem advisable."

1689. JOURNAL OF THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN, "Junior College Journal," *Journal of the American Association of University Women* (October 1930), XXIV, 53.

Announcement of the *Junior College Journal*.

1690. JOURNAL OF BUSINESS EDUCATION, "Ten Junior Colleges Review Their Business Curricula," *Journal of Business Education* (April 1930), IV, 325.

1691. JOURNAL OF EDUCATION, "Rapid Growth Shown by Junior Colleges," *Journal of Education* (September 8, 1930), CXII, 145.

Brief general report of progress, as stated by D. T. Blose of the federal Office of Education.

1692. JOURNAL OF EDUCATION, "The Junior College," *Journal of Education* (October 27, 1930), CXII, 311.

Brief editorial. "The junior college needs no boosting or booming any more than an orchard needs smudge pots in April and May."

1693. JOURNAL OF EDUCATIONAL RESEARCH, "Stated Purposes of 404 Junior Colleges," *Journal of Educational Research* (September 1930), XXII, 160.

Review of D. S. Campbell's doctoral dissertation at Peabody College. (See No. 1614.)

1694. JOURNAL OF EDUCATIONAL RESEARCH, "Junior College Research in California," *Journal of Educational Research* (October 1930), XXII, 256.

Report of California mental-educational survey of 11,000 students and of

the United States Office of Education bibliography on junior colleges.

1695. JOURNAL OF HIGHER EDUCATION, "The Junior College," *Journal of Higher Education* (November 1930), I, 468-70.

Summary of four articles in the June issue of *California Quarterly of Secondary Education* and of four articles in recent issues of other educational journals dealing with various aspects of the junior college situation.

1696. JOURNAL OF HIGHER EDUCATION, "The Reporter," *Journal of Higher Education* (November 1930), I, 473.

Reports opinion of Regent H. L. Butler that proposed curriculum changes at University of Wisconsin would "lessen educational opportunity, increase educational costs, and eventually bring about the establishment of junior colleges at Milwaukee and Madison."

1697. KAULFERS, WALTER V., "A Guessing Experiment in Foreign Language Prognosis," *School and Society* (October 18, 1930), XXXII, 535-38.

Experiment conducted by instructor in Spanish in Long Beach Junior College, based upon junior college and high-school classes.

1698. LA DOW, R., "Survey of Commercial Education in the Junior College," in E. G. Blackstone, *Research Studies in Commercial Education* (*University of Iowa Bulletin*, Series 1, No. 7, 1930), IV, 129-40.

Based upon the author's Master's thesis at University of Iowa. (See No. 778.)

1699. LINDSAY, E. E., and HOLLAND, E. O., *College and University Administration*, Macmillan Company, New York, 1930, 666 pages.

Contains a summary treatment of the junior college (pp. 348-57), as part of a discussion of the curriculum. Also a bibliography (pp. 394-99) of 102 titles.

1700. MCALMON, VICTORIA, "A New Type of College Training," *California Quarterly of Secondary Education* (October 1930), VI, 95-101.

A discussion by the Vocation and Placement Secretary of the Los Angeles Junior College of the new semi-professional courses being offered by that institution. "A few years of the thorough-going follow-up of placees which is planned by the Los Angeles Junior College will furnish data that will be in-

valuable to the community and to other junior colleges."

1701. MERRILL, GEORGE A., "Wilmerding School," *Biennial Report of the President of the University, 1906-1908* (*University of California Bulletin*, Third Series, No. 3, November 1908), II, 69-72.

Contains a detailed statement of the six-four-four plan at this early date.

1702. MERRILL, RAY STODDARD, *A Proposed Plan of Junior Colleges for Utah*, Stanford University, California, 1930, 102 pages, 10 tables, 1 figure. Bibliography, 48 titles.

Unpublished Master's thesis at Stanford University. Special emphasis on the history and significance of the junior colleges of the Latter Day Saints. Proposes a system of eight public junior colleges, maintenance to be provided entirely by state funds.

1703. METZLER, DAVID R., *Adult Education in the Junior College*, Stanford University, California, 1930, 141 pages, 25 tables. Bibliography, 8 titles.

Unpublished Master's thesis at Stanford University. Based upon three questionnaires, filled out by administrators, instructors, and students. Returns from 115 junior colleges all over the country, 50 instructors of adult courses, and 283 students in such courses. Considers extent, curriculum, principles, fees, and methods.

1704. MILLIKIN, BRUCE EMANUEL, *The Junior College in Utah—A Survey*, Stanford University, California, 1930, 126 pages, 35 tables, 12 figures. Bibliography, 28 titles.

Unpublished Master's thesis at Stanford University. Considers whether a system of junior colleges is desirable in Utah, and if so what should be the direction of this development, where in general such institutions should be located, and the ability of the state to support them. Based in part upon detailed information received from parents of 5,688 high-school juniors and seniors in 49 different districts.

1705. MILLER, JAMES CONELEASE, *The Induction and Adaptation of College Freshmen* (*University of Missouri Bulletin*, Vol. XXXI, No. 32), Columbia, Missouri, November 10, 1930, 109 pages, 52 tables. Bibliography, 27 titles.

Published form of author's doctoral dissertation at University of Missouri.

Based upon data secured from fifty Middle Western colleges and universities, including ten junior colleges. Reviewed in this issue of the *Junior College Journal* (see page 165).

1706. NATION'S SCHOOLS, "Junior College Is Growing Rapidly," *Nation's Schools* (October 1930), VI, 69.

Brief general report of progress by D. T. Blose of the federal Office of Education.

1707. POOL, WILLIAM F., "Comparative Costs of Junior and Senior Colleges," *Washington Education Journal*, January 1930.

Contains figures tending to show that junior colleges may be and are operated for \$185 per capita, while universities are commonly operated at an individual cost of from \$550 to \$750.

1708. RAINEY, HOMER P., "The Future of the Arts College," *Journal of Higher Education* (October 1930), I, 381-86.

"It takes only a limited understanding to appreciate the fact that the junior college will never become a universal system in the United States. . . . It has possibly reached 40 per cent of its possible development."

1709. REEVES, FLOYD W., "The Liberal-Arts College," *Journal of Higher Education* (October 1930), I, 373-80.

"The junior college stands at the beginning of its career. The scope of the work which will finally be included in this unit of the educational system is not yet clear." Suggests probability of three- or four-year institutions in some cases.

1710. ROEMER, J., *Secondary Schools of the Southern Association* (*United States Bureau of Education Bulletin*, No. 16, 1928), 92 pages.

Contains section on the junior college (pp. 67-69). Shows forty-seven public high schools of the South had junior colleges and seventy-nine others contemplated organizing one in next few years.

1711. SCHOOL AND SOCIETY, "Educational Reorganization at George Washington University," *School and Society* (November 1, 1930), XXXII, 582.

Organization of the junior college giving an opportunity to students for "terminating their college careers at a logical point."

1712. SCHOOL REVIEW, "The First Issue of the *Junior College Journal*," *School Review* (November 1930), XXXVIII, 654-55.
Outline of contents of the first issue of the *Junior College Journal*. "With content of the scope and character contained in this issue, the journal bids fair to render a constructive service during these early stages of the junior college movement."
1713. SIERRA EDUCATIONAL NEWS, "The *Junior College Journal*," *Sierra Educational News* (November 1930), XXVI, 45.
Announcement of the new periodical, with quotation of portion of Dr. Ray Lyman Wilbur's introduction.
1714. SMITH, MERRILL J., *A Study of the Alumni of the New Mexico Military Institute*, Stanford University, California, 1930, 61 pages, 12 tables, 19 figures.
Unpublished Master's thesis at Stanford University. Based upon questionnaires received from over nine hundred graduates of this military junior college. Considers occupational status, relation of school leadership to later success, and attitude toward value of military training.
1715. SPENCER, B. W., "We're Watching the Junior College," *Journal of Business Education* (February 1930 and March 1930), III, 18-19, 20-21.
1716. TAYLOR, FERDINAND JAMES, *Trends in the Non-academic Courses and Curricula of the Public Junior Colleges*, Berkeley, California, 1930.
Unpublished Ph.D. dissertation at the University of California.
1717. TOUTON, FRANK C. (chairman), "Research Projects on the Secondary School Level Carried on in California Cities during 1929-30," *California Quarterly of Secondary Education* (October 1930), VI, 5-38.
Reports summaries of approximately one hundred research projects, including a dozen in different California junior colleges.
1718. WEBB, RALPH, *Current Practices in the Teaching of Science in Junior Colleges*, Los Angeles, California, 1930.
Unpublished Master's thesis at University of Southern California.
1719. WHITNEY, FREDERICK L., "Legal Background of the Junior College Movement," *High School Teacher* (October 1930), VI, 322-24.
An exact reprint of chapter iv of the author's *Junior College in America*. Takes no account of changes in legislation since 1927.
1720. WOOD, J. M., "Statement of Principles for Constructing Business Curricula for Junior Colleges," *Second Yearbook of the Eastern Commercial Teachers' Association*, pp. 131-35.
1721. ZOOK, GEORGE F., "Proceedings of the Commission on Institutions of Higher Education," *North Central Association Quarterly* (June 1930), V, 66-91.
Reports of various actions at meetings of North Central Association, including changes in accreditation of junior colleges (p. 67), changes in standards (p. 68), reports on educational experiments at Kansas City, Joliet, Stephens College, and Tulsa (pp. 70-71), statement of standards (pp. 75-76), and list of forty-eight accredited junior colleges (pp. 84-85). For summary of more important actions, see pages 158-59 of this issue of the *Junior College Journal*.

IS THERE DANGER?

"I should like to congratulate you on your success in beginning this publication. I believe the junior college movement has gone far enough to support a publication of this type. I hope, however, that the beginning of the publication of this type will not prevent junior college material from being widely disseminated in other professional magazines, so that superintendents of schools and those not specialists on the junior college level will become familiar with the activity in this field."

—GRAYSON N. KEFAUVER
Associate Professor of Secondary Education, Teachers College, Columbia University

DEMOCRATIC EDUCATION

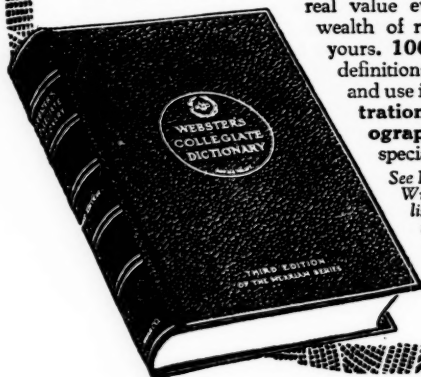
Despite temporary setbacks, democratic education moves onward. In recent years the growth of junior colleges throughout the country has been especially important in the development of higher education, and the editors of the *Journal* take pleasure in welcoming the *Junior College Journal* which publishes its first number in October. . . . Yearly the junior colleges have been becoming more important and more articulate. This new publishing enterprise will more than likely help to accelerate a movement which everyone recognizes still to be in a healthy experimental if not a pioneer stage.—Editorial in *Journal of Higher Education* for October 1930.

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THE JUNIOR COLLEGE JOURNAL

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Suggestions to Our Contributors

GENERAL STANDARDS

Contributors are asked to observe the well-known standards for articles intended for publication, viz:

Use white paper of standard size, $8\frac{1}{2} \times 11$ inches, of sufficient thickness to be opaque. Sheets should be all of the same size and shape.

Leave ample margins on all pages, at least one inch at the top, one to two inches at the left, and not less than one-half inch margin at the right.

Typewrite the manuscript, if possible, double spacing all material except quotations.

Send the original, not a carbon copy, for the printer.

For spelling, follow *Webster's Dictionary*, not the *Standard*.

Observe the style of the *Journal* and follow it as far as possible with reference to headings, paragraphs, capitalization, punctuation, footnotes, and similar features.

SPECIAL FEATURES

In addition to these general standards, there are special suggestions that should be observed and followed by all contributors to the *Junior College Journal*. The junior college is a *college* and therefore accepted collegiate terminology should be used in referring to it.

Refer to the junior college as a *college* or *institution*, not as a *school*.

Refer to junior college faculty as *instructors* or *faculty*, not as *teachers*.

Refer to those attending junior colleges as *students*, not as *pupils* or *children*.

Junior college is a common noun and should not be capitalized except when used to designate a particular junior college. "The junior colleges in the country," not "the Junior Colleges

in the country"; but "Crane Junior College."

Do not hyphenate junior college, either as a noun or as an adjective. Use "public junior colleges," not "public junior-colleges"; "the junior college movement," not "the junior-college movement."

Names of classes, whether used as nouns or adjectives, should not be capitalized. Write "the freshmen," not "the Freshmen"; "the sophomore class," not "the Sophomore class."

Use *student activity* rather than *extra-curricular activity* or *extra-curriculum activity*.

This *Journal* uses titles of books and periodicals in italics.

TABLES AND FIGURES

Make titles, box headings, and stub titles as short and concise as possible, consistent with clearness. Leave all possible description in the text.

Place titles for tables above them, using Roman numerals for Table I, Table II, etc., above the title.

Titles for charts, graphs, and diagrams are necessarily descriptive and should be placed below the cuts, using Arabic numerals, Fig. 1, Fig. 2, etc.

Charts, graphs, and diagrams must be drawn in India ink on white paper. They should be exactly twice the size of the printed figure.

FOOTNOTES

Note especially the following style for footnote references to periodicals and books:

¹ W. R. Harper, "A Two-years' College Course," *Educational Review* (April 1900), XIX, 411-15.

² Leonard V. Koos, *The Junior College Movement* (Ginn & Co., Boston, 1925), p. 123 or pp. 150-56.

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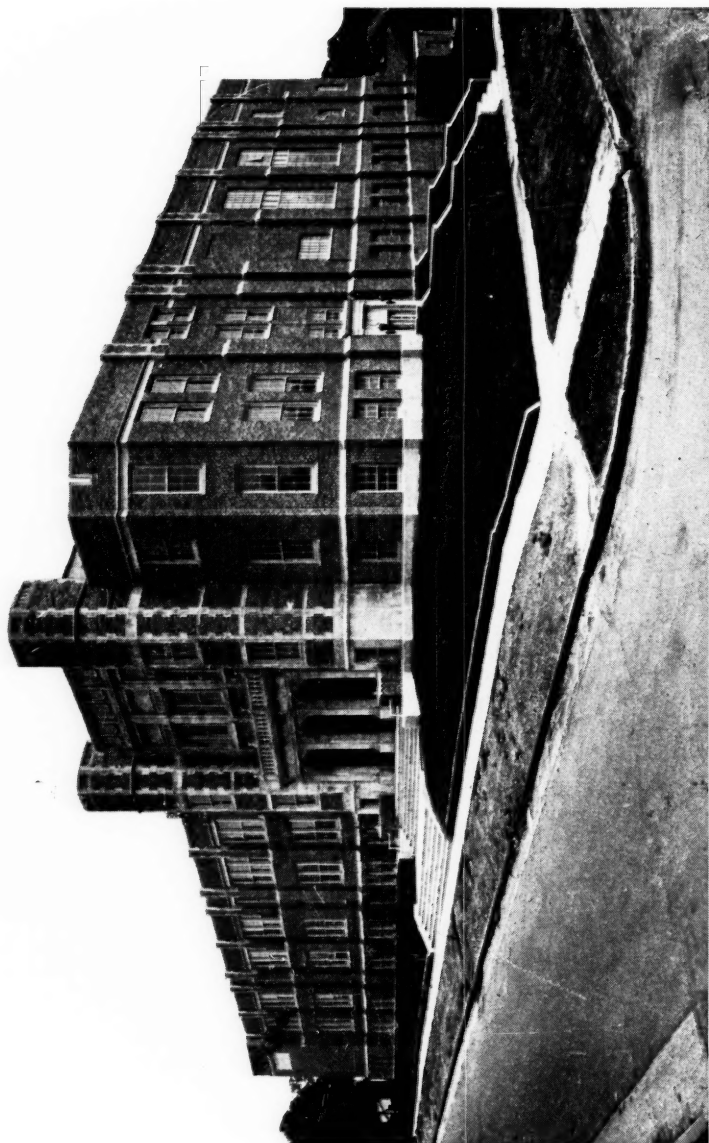
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